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ABSTRACT

The costs and benefits of Year Round Education (YRE), a system in which students have short, staggered vacation periods, so that only a subgroup of students are attending school at any one time, were explored by the Provo (Utah) City School District. In an effort to accommodate a growing number of students without building additional classrooms, YRE was put into effect in one school (Westridge Elementary School) in 1984-85, and was planned for another school (Sunset View Elementary School). Opinions of parents were determined through questionnaires and instruments administered to 100 Westridge and 70 Sunset View parents and through case studies of 15 Westridge and 5 Sunset View families. The overall response rates for Westridge and Sunset View parents were 70% and 54%, respectively. Overall, 65% of Westridge parents evaluated YRE as moderately positive or very positive. Sunset View parents were more evenly divided; 53% evaluated YRE as positive. All of the Westridge teachers thought that YRE should continue, and 69% of Sunset View teachers preferred it after they had participated in informational meetings explaining the system. Cost benefit analyses showed real savings. Results of the first year revealed no clear-cut gain in standardized test scores; however, they did not suggest any loss associated with YRE. Forty-four graphs and 14 tables are included. Appendices provide: (1) the parents' questionnaire; (2) the teachers' questionnaire; (3) a summary of the cost effectiveness analysis; (4) case-study data; and (5) 25 parent attitude graphs. (SLD)

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WASATCH INSTITUTE
FOR RESEARCH AND EVALUATION

PROVO'S YEAR ROUND EDUCATION PROGRAM
FIRST YEAR EVALUATION

Submitted to
Provo City School District, Provo, Utah

U.S. DEPARTMENT OF EDUCATION
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August, 1985

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FINAL REPORT FOR THE PROVO YEAR ROUND EDUCATION PROGRAM

CONTEXT

To better understand an evaluation it is important to consider the context within which the evaluation took place. This section of the evaluation report will comment on the context of the evaluation. Unless the general situation is acknowledged in the review of this evaluation report, it is very likely that readers will expect more than can be (and was) accomplished in this first evaluation. Also, the general situation will provide the needed information to interpret the data from this evaluation accurately.

Public education in the state of Utah is beset with the problems of rapid student growth. The rate of growth in the student population in the state is the highest in the union. The students/teacher ratio in Utah is dramatically the highest. Utah has a very low expenditure/pupil rate (5th from the bottom in the 50 states). Our per capita income is also 3rd from the bottom. Yet we were taxed at the 10th highest rate in terms of percent of per capita income for all state and local functions, and 3rd highest in the nation in terms of the direct tax load for education. All these figures together show that the educational enterprise in Utah is on a collision course with financial problems which will result in great difficulties in providing education in the pattern of the past in which neighborhood schools were built as neighborhoods grew. We appear to not be able to finance such a pattern for the future. Some other, more efficient means of housing youngsters must be explored.

Two possibilities stand out as one addresses the problem of an ever rising demand for new classrooms and teachers. The citizens can agree to ever rising taxes to pay for more schooling spaces as we have in the past. Or, new means for housing and teaching students can be explored which will reduce the cost per student. The Provo School District experiment in Year Round Education (YRE) is one effort to explore alternative methods of housing more and more youngsters in the same number of classrooms. It is recognized by the District and the patrons that there are other methods of meeting the housing needs of the District (for example, double sessions, temporary units trucked in to areas of critical need, etc). These other means could profitably be explored in other projects to determine which of them will best serve the needs of the district. With each "solution" there are benefits and problems. It is important to examine each proposed solution carefully and fully to determine its strengths and weaknesses. With full information, the responsible officers will be able to balance the benefits to various groups while minimizing costs and problems.

The evaluation reported in this document was conducted in this spirit. It was our intent to provide the district with a full set of information to use as a basis for future decisions. There will be evaluations in subsequent years to examine issues which were not explored in the initial effort. New issues arose during and after the initial evaluation. These will be examined in the next year. The goal is to explore all issues critical to decisions regarding Year Round Education and its benefits and costs to the district and its patrons.

DESIGN AND METHODOLOGY

The evaluation design involves several objectives, and hence, several different activities. During the 1984-85 school year YRE was in place in the Westridge School

and being planned for the Sunset View School. Different questions were relevant for the two settings. The rest of the report can be organized around the general questions asked, the methods used to address these questions and the results obtained. In this section the general questions will be presented with descriptions of what was done to address them. In the following sections, the results obtained will be presented. The last section of the report will present some tentative conclusions and suggestions for further evaluation.

I. How do patrons think YRE is working and what problems are they experiencing? To address this complex question two types of instruments were constructed and fifteen limited case studies of families were conducted. The first instrument was a relatively standard survey instrument with an array of questions derived from conversations with the district officers, the staff and teachers at the Westridge school, several patrons involved with the program and a review of professional literature about YRE. A copy of this questionnaire is in Appendix A.

The second instrument was a rating scale with different aspects of YRE, different problems reported by other patrons in others localities, and different potential benefits of YRE as referents. The respondents read a statement about the referent and then marked if they agreed with the statement or not on the rating scale. The rating scale is attached to the questionnaire in Appendix A. It was sent at the same time as the questionnaire (and probably seen as part of it).

The third means of addressing this complex question was a set of fifteen case studies of families with children in the Westridge Elementary School.

In the case of all three means of collecting information about this complex question the data were solicited from a random sample of the patrons of the school. The district provided a list of all patrons of the Westridge Elementary School. The evaluators selected a random sample from the list for involvement in these data collection activities.

For the questionnaires and rating instrument a sample of 100 families was drawn. The first mailing occurred on January 29th, 1985. To help secure an adequate response we included a postcard with the instruments which the family could return when they received the instrument package. The postcard gave them an opportunity to indicate that they would fill out the instruments. The postcards were numbered so that we could determine from whom we had received them for the purposes of following up on non-respondents. The instruments were not coded in any way. We did not know from whom we actually received responses. This protected the anonimity of the respondents.

We followed up with telephone calls on three different days to invite those who had not returned the postcard to please be certain to respond to the instruments. At the end of the three followup phone calls we had received back only 58% of the instruments we had mailed out. We did not feel that this was an adequate sample. Consequently, we phoned the non-respondents (those who had not returned the postcards) and interviewed 12 more of them over the phone, using the instruments as an interview guide. This made the overall response rate 70%. A 70% return rate is generally viewed as an acceptable rate for this type of study. The total chronogical time involved in the data collection via these instruments was from January 29 to March 4.

The sample from the Sunset View patrons was also drawn at random from a list of all patrons. The questionnaire was sent to thirty families in January, well before informational meetings were held with the patrons of the Sunset View school. After three follow-up phone calls we secured a 43% response to this first mailing. These data establish for us what the general feelings were about YRE before specific information was shared with the patrons by the district. The post-meeting mailing occurred on April 30th. Ninety families were chosen at random from the list of patrons and mailed the questionnaire. Of these, twenty had moved so the possible sample was 70. After six follow-up efforts we secured a 54% return.

To better understand the meaning of the questionnaire and rating scale data, five families were involved in case studies. The families involved in the case studies were also randomly selected from the list of patrons provided by the district. An evaluator phoned each family selected at random from the list to secure their cooperation. Almost all families approached agreed to participate. The few exceptions were replaced by those whose names came next on the random list. A total of fifteen families were involved.

The utilization of the two types of instruments and the case studies allowed the evaluators to "triangulate" on the critical issues of the evaluation of parental attitudes and the problems families reported having with the new YRE schedule. This makes the data much more powerful in addressing these complex issues.

II. How do teachers feel about YRE? A teacher's questionnaire was prepared to be filled-out by all the teachers in the two schools. The wording of the questions was slightly different for the Westridge teachers who were already experienced with YRE and the Sunset View teachers who were not. In fact, the instrument was administered to the Sunset View teachers twice. The first administration was before they had had their formal informational meeting about YRE. Thus, the attitudes and feelings they expressed at that time were based on less information or less reliable information than after they had been formally presented information about YRE by district personnel and the building principal. The wording of the questionnaire used at Sunset View reflected the fact that the Sunset View teachers had not yet had direct experience with YRE. A teacher's Questionnaire is in Appendix B.

Though not too much will be made of the changes in the anticipations of the Sunset View teachers from before to after the meeting in this report, these changes will be interesting to those district and building administrators involved in the meeting. As they review these data with the information shared in the meeting in mind they may well gain insights into the dynamics which resulted in the changes noted. In this report, those changes which illuminate the pattern of data noted with the Westridge teachers who have experienced the program will be pointed out.

Virtually all the teachers who were teaching in the Westridge school at the time we distributed the teacher's questionnaire returned them. At the Sunset View school nearly all the teachers (83%) returned the questionnaire distributed before the formal informational meeting was held. The questionnaire distributed near the time that school let out fared much less well. Only 33% of the teachers returned the post-meeting questionnaire. This renders the Sunset View post-meeting questionnaire data less reliable and valid than the other teacher data. This is not a particularly serious problem since the most valid data are those from the teachers at Westridge who have already been involved in the YRE program. These data will form the heart of

the presentation of the teachers' data. The data from the Sunset View teachers will be used in a supportive or illuminative role.

III. What cost benefits may occur because of YRE? One of the justifications used to promote YRE is that it should result in cost savings when compared to the expense of educating the same number of youngsters in the common pattern. We collected data from the district office and the Westridge school on the expenses of schooling the students at the Westridge school. Where actual figures were not available (note that the accounting systems used at school district offices are not set up to facilitate the type of analysis required to determine cost/benefits) estimates were used. It was also necessary to use estimates when we were dealing with future costs which had not yet been incurred. The district and building administrators were most gracious and open in sharing these figures with us. Where we needed to deal with estimates rather than actual figures three estimates were used--a generous or probably overestimate of the cost, a moderate estimate and a low or very modest estimate of the costs. We believe that the last estimate is closest to the actual costs which will be incurred.

An account of the procedures used in the collection, estimation and analysis of the data used in the cost analysis is contained in the full report of the cost analysis attached in Appendix C.

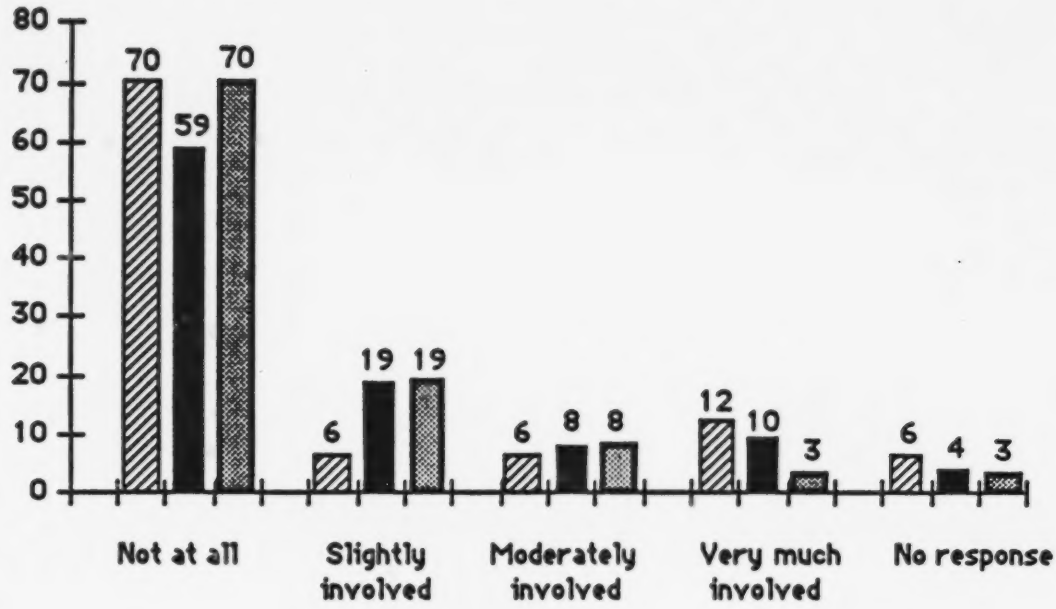
IV. What educational benefits occurred with the implementation of YRE? To address the questions in this area the testing data regularly collected by the district on performance of students on standardized tests was used. Several analyses were performed on these data. The results of several of these analyses will be reported in the results section. Those analyses reported were judged by the evaluators to most clearly and accurately present the situation.

RESULTS AND DISCUSSION

For each of the questions presented above to direct the presentation of the design and methodology of the evaluation we will present the data from the instruments and methods used. After the presentation of the data a brief discussion of its meaning will occur. The data are accurate within the limits of sampling and measurement error. They adequately represent the real situation. The discussion built upon the data is necessarily more subjective. After a careful review of the data, the discussion should be reviewed with the possibility in mind that the discussion may encompass to some degree the biases of the evaluators.

I. How do patrons think YRE is working and what problems are they experiencing? The first three tables presenting data from the parents' questionnaires show the degree of involvement and the attitudes of the parents regarding the planning processes utilized before YRE was implemented in their school. In answer to the question "How much have you been involved in the planning process for YRE..." (note that the table only mentions Westridge--a similar question appeared on the Sunset View parent questionnaire) most parents indicated that they had not been involved at all. The data in Table P1 shows that 59% of the Westridge parents and 70% of the Sunset View parents had not been involved. It is important to note that many public information and input meetings had been held in each school area to allow parental input and involvement.

How much have you been involved in the planning process for YRE at Westridge?



P1

When asked how satisfied they were with their level of involvement in the planning process only 16% of the Westridge parent expressed dissatisfaction while 47% of the Sunset View parents did. This warrants looking into. If these parents were not able to participate by the way that meetings were scheduled or some other factor steps need to be taken to allow greater involvement in future efforts. If they are not satisfied with their level of involvement when they are to blame it is hard to know what the school district could do to ameliorate the situation. At Westridge most (68%) of the respondents were "Fairly satisfied" or "Very satisfied" with their involvement. At Sunset View only 42% of the parents expressed satisfaction.

Besides the planning meetings other means were used by the schools to inform the parents. All of these means together are the object of the data presented in Table P3. When asked how satisfied they were with the information they received about YRE 84% of the Westridge parents and 75% of the Sunset View parents expressed that they were "Fairly..." or "Very satisfied".

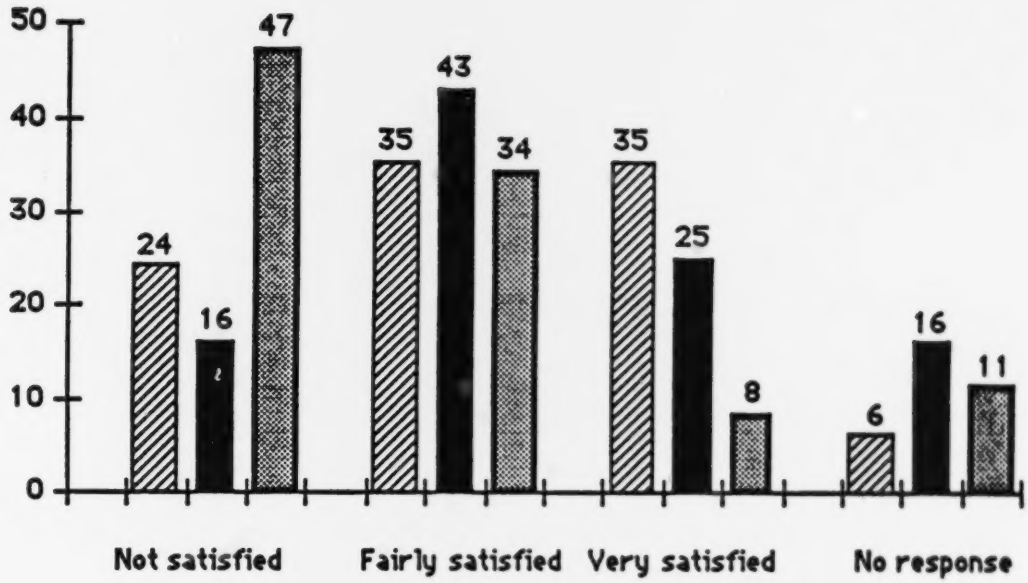
When parents whose children were already involved in YRE (Westridge) were asked about changes in their child's attitudes toward school they indicated a positive change occurred 4 to 1 over a negative change--52% to 13%. The changes anticipated by the Sunset View parents were much less positive. The parents indicated they expected a positive change in 36% of the cases and a negative change in 28% of the cases. These data are presented in Table P4.

Parental expectations of absenteeism versus the perceptions of those parents whose children were already in the system were disparate. As shown in Table P5 the Westridge parents indicated that they believed that student absenteeism increased under YRE in 17% of the cases and decreased in 26%. The Sunset View parents indicated that they expected absenteeism to increase in 42% of the cases and decrease in only 11% of the cases. This difference between the parental responses between the two situations requires a closer look. What was said in the meetings or what "information" is being shared among patrons which lead the Sunset View parents to expect an increase in absenteeism under YRE? We must also collect data in the next evaluation to determine what the actual changes in absenteeism have been in the transition from a nine-month schedule to YRE.

The pattern of school vacations changes dramatically when a school adopts YRE. Instead of one long Summer vacation the students have several shorter vacations during the year. When the parents were asked which pattern of vacations they preferred they favored "Frequent, short vacations" more than "One long vacation". For Westridge this preference was 62% in favor of "Frequent, short vacations" versus 20% who preferred "One long vacation". For the Sunset View parents the preference was not as clear. Remember, they had not yet experienced the new school schedule. Fifty percent of the Sunset View parents preferred "Frequent, short vacations" and 33% preferred "One long vacation". These data are presented in Table P6.

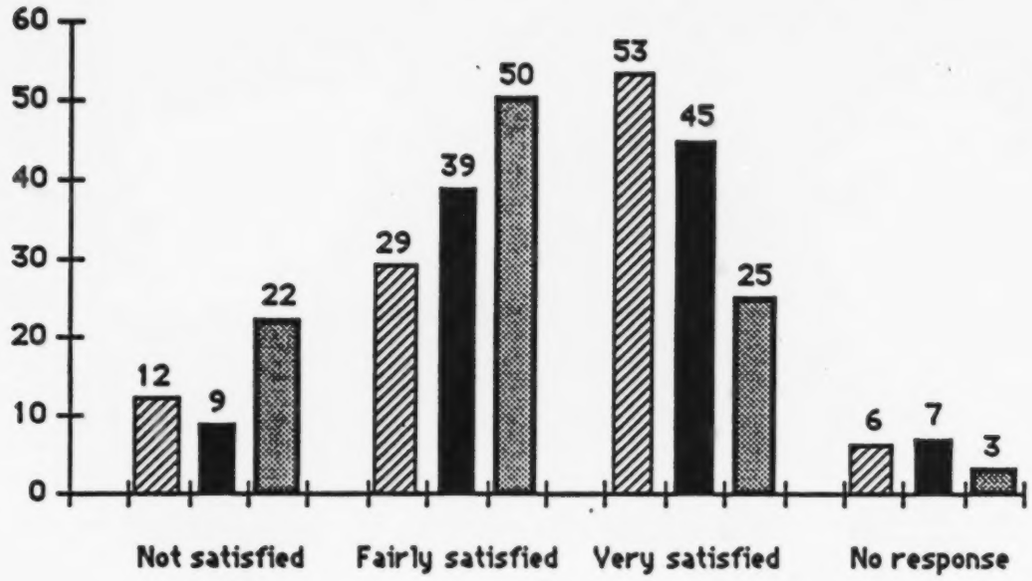
In Table P7 we show the results of asking parents at the Westridge school if YRE has caused them any new problems. A radical change such as the YRE schedule is very likely to cause unanticipated, and possibly serious, problems for some families. The district leadership was anxious to know if this were the case. As the table shows there were several problems reported which deserve attention. More than 60% of the parents indicated that the YRE schedule resulted in a problem with their child or children at home during a break while their friends were in school. This disrupted

How satisfied were you with your involvement in the planning process?



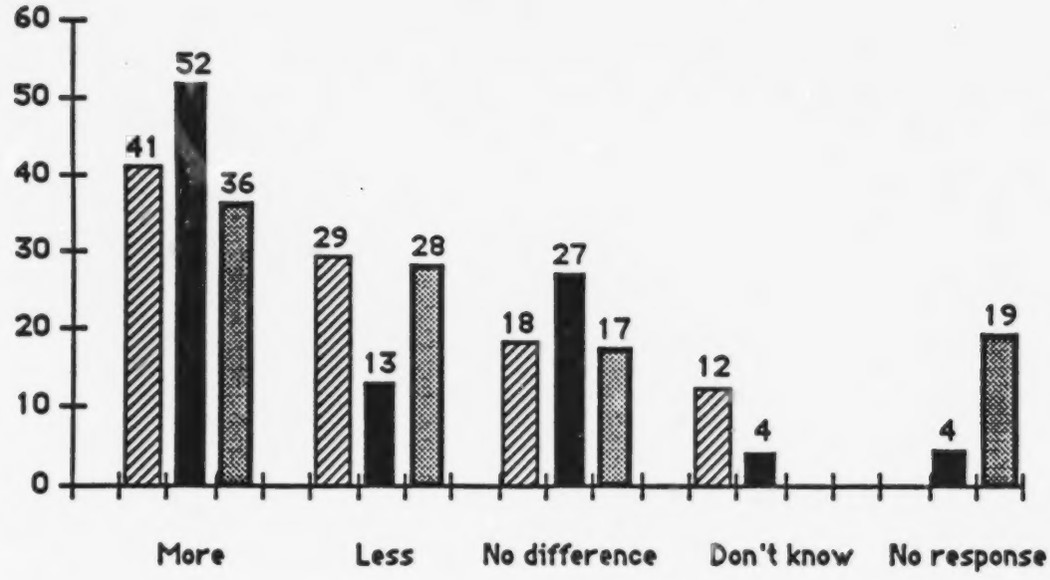
P2

How satisfied were you with the information you received about YRE during its planning in terms of amount, detail, timing, and accuracy of information?



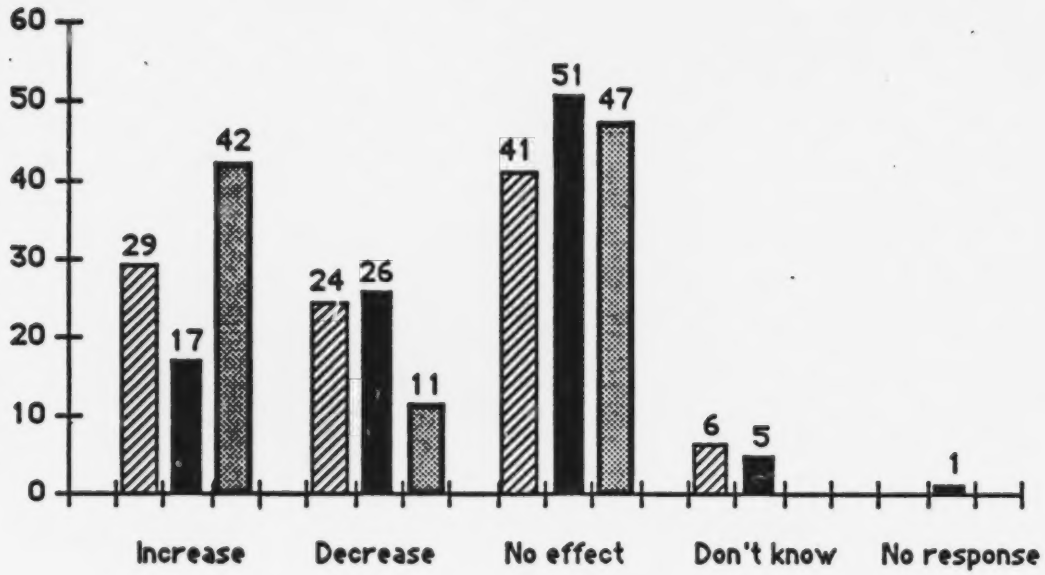
P3

Do students have a more or less positive attitude toward school under YRE as compared to a nine month schedule?



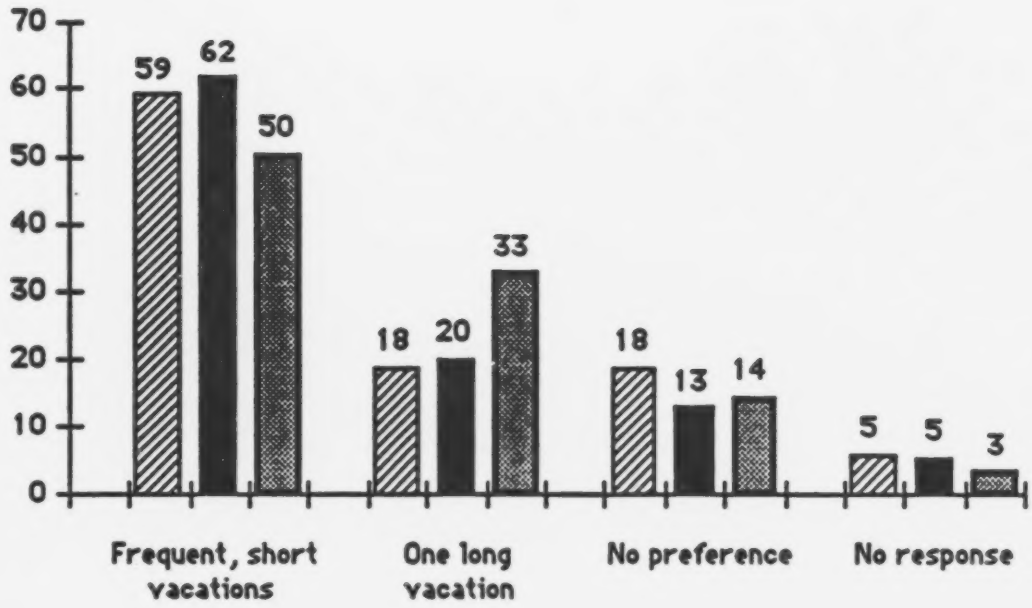
P4

In your experience, does YRE increase or decrease student absenteeism compared to a nine month schedule?



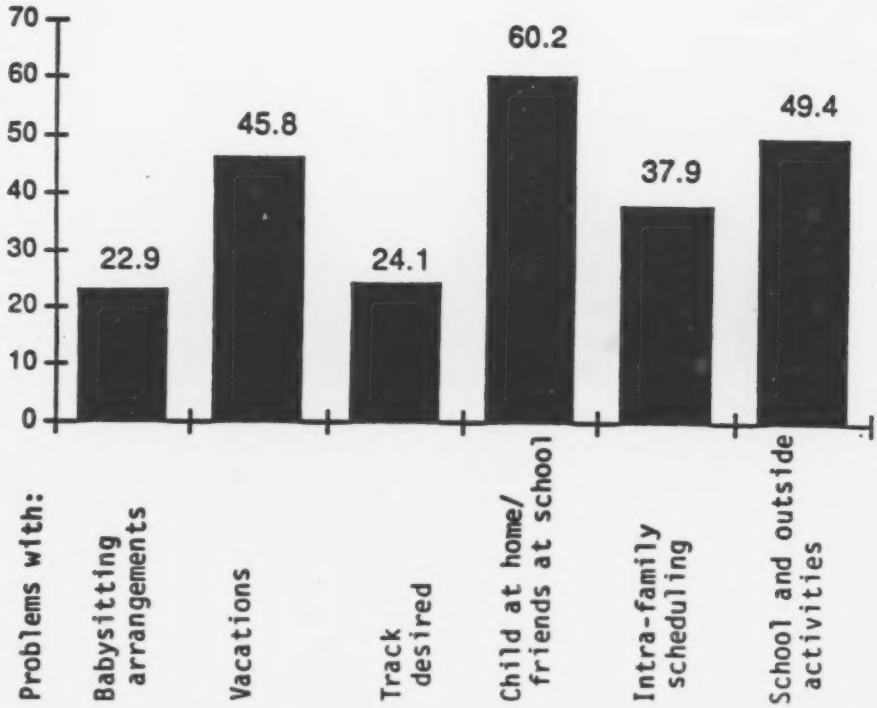
P5

Do you prefer to have your children home on vacation for frequent, short periods of time (YRE) or for one long period of time (9 month schedule)?



P6

HAS YEAR-ROUND EDUCATION CAUSED YOU OR YOUR FAMILY ANY NEW PROBLEMS IN THE FOLLOWING AREAS.



P7

some playmate patterns. The case study data showed, however, that this was seen as a benefit by some parents since it encouraged their children to make new friends, expanding their circle of playmates. Of course, the after school hours were available to spend with neighborhood friends.

A second problem shown in table P7 concerns the confilict of the YRE school scedule and outside activities. The Summer recreational programs did not take the YRE pattern into account. This prevented some youngsters from participating in these programs. The district has secured funds this year to study this problem and work toward solutions with the city. Hopefully, this effort will succeed in making quality programs available to students on a YRE schedule.

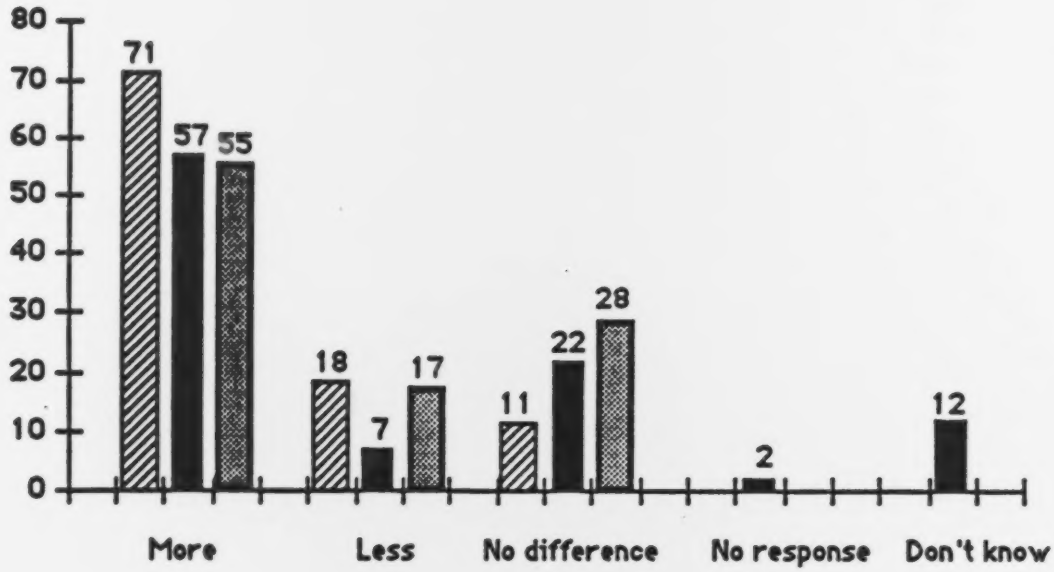
A third problem area mentioned by the parents is vacations. The new schedule was seen a causing vacation acheduling problems by 46% of the parents. When we asked which pattern of vacations parents preferred, a long vacation or several short vacations as is the case in YRE, most preferred the YRE pattern. To determine just what these data mean we asked the parents in the case studies what actual problems they had experienced with scheduling vacations. Two prblems dominated. The first is that fathers (and mothers who were working) often had to take vacations when their bosses said. Employers were used to scheduling vacations around the regular school schedule. Over time it is likely that much more flexibility will exist in scheduling vacations so that parents are free when their children. The second problem was stickier. Many of the students on the YRE schedule have siblings who are in school and on the regular nine month schedule. This makes family activities during the break periods in the YRE program difficult because some family members are still in school. This issue needs to be explored in depth to develop meaningful options, if possible. Intra-family scheduling was mentioned as a problem by 38% of the respondents.

Two other problems mentioned were getting the track they desired for their children and babysitting arrangements. Both problems were mentioned by about a fourth of the parents. At the Westridge school over 95% of the parents who expressed a preference for a particular track for their children got their first (over 90%) or second (the rest) choice. Those parents who did not express a preference did not, of course, get their preference. An exploration of the babysitting problems experienced by the case study families showed that while one or two families had a serious problem securing a satisfactory babysitter for the three week periods that their children were home all day, most families did not. It is our judgement that their will be some serious problems in this area, but in the majority of cases where babsitters are needed it will not be dramatically more difficult to secure help because of the YRE schedule.

The next set of tables show the parents perceptions and/or anticipations regarding the educational value of YRE. Table P8 shows the parents' expectations of YRE as it effects learning. The Westridge parents who have had experience with YRE expect that it will increase learning (57%) much more frequently than they expect that it will decrease learning (7%). A similar set of expectations exist for the Sunset View parents with 55% expecting that YRE will increase learning and 17% expecting that it will decrease learning.

The Westridge parents report that YRE increases their involvement with the student's school work and/or in other school concerns in 40% of the responses and

Do students learn more or less under YRE as compared to a nine month schedule?



P8

decreases it in only 7% of the responses. See Table P9. The Sunset View parents expect that YRE will increase their involvement in only 14% of the responses and decrease it in 17% of the responses. This difference between the experience of the Westridge parents and the expectations of the Sunset View parents deserves a careful look in future evaluations. The role of parental involvement in the schoolwork of their children is not clearly known, but it appears from the literature that it is a helpful influence which effects achievement positively. Thus, more parental involvement, as perceived by the Westridge parents, is probably a good thing.

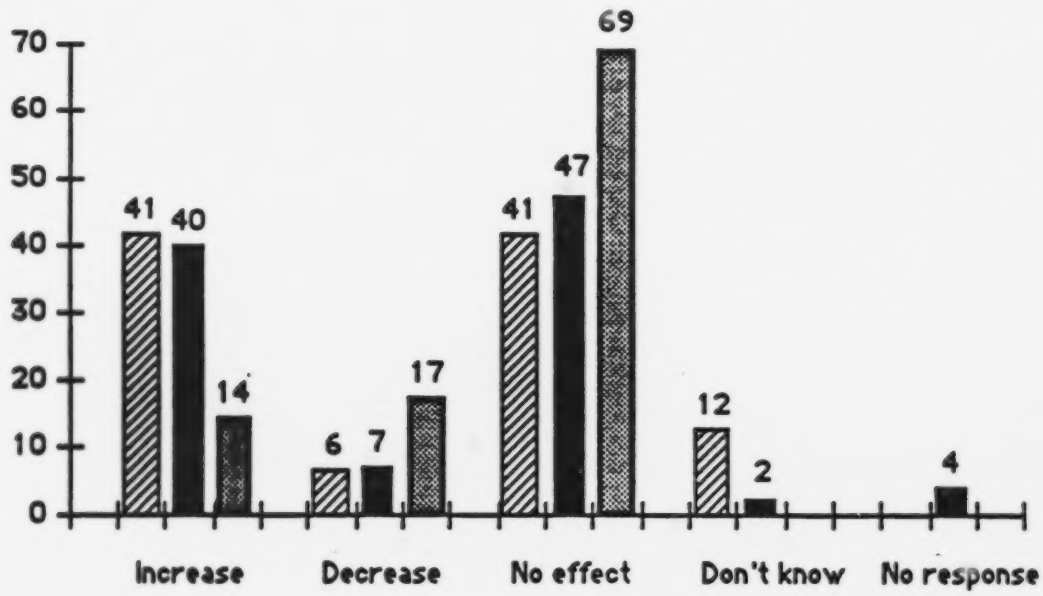
When parents were asked their overall assessment of YRE, 12% of the Westridge parents evaluated it negatively. See Table P10. Ten percent of the Westridge parents evaluated YRE as neutral or mixed in its effects. Sixty-five percent evaluated YRE as "Moderately.."(19%) or "Very positive"(46%). Fifty-three percent of the Sunset View parents evaluated YRE as positive, while 19% evaluated it as negative. These data are very similar to the data in Table P11 in which parents responded to the question, "Other things being equal, would you prefer to have your children in a YRE school or a nine month school?" Sixty-six percent of the Westridge parents preferred a YRE school compared to only 18% who preferred a nine-month school. The figures were much closer for the Sunset View parents with 42% preferring YRE and 30% preferring a nine-month school. The attitudes of the Sunset View parents appeared to have shifted toward a more negative view of YRE after the informational meetings were held. This should be a matter of concern to the district. No explanation of this shift is evident in the data. Perhaps more about this issue can be determined in a subsequent evaluation.

Besides the questions which were asked of both sets of parents, Westridge and Sunset View, which have already been presented, a rating scale with various elements associated with YRE was given to the Westridge parents to complete. Their experience with the program makes their ratings more valid. These data are presented in Appendix D. For every question the parent could respond with Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D), or Strongly Disagree (SD). An examination of these data show them to be very supportive of the Westridge data from the questionnaire which have just been reviewed. There are, however, some indications of concerns or problems which are unique to these data. For example, when the parents were asked if YRE disrupts extracurricular activities, 56% of the parents indicated that it did. Forty-four percent of the parents indicated that YRE will infringe on their Summer schedule. On the other hand, nearly 77% of the parents indicated that YRE will prevent Summer boredom.

Parents were positive toward statements such as "YRE makes maximum use of school facilities", "Closing schools each Summer is a waste of State resources", and "YRE will save tax dollars". Other statements show that there was considerable parental support for the experiment with YRE in their school. There is no eveidence in these data for the contention that there is a large number of parents who are negative toward what has happened in the Westridge school this past year. There are some parents (a viable estimate appears to be that on most issues the percentage is between 10 and 20%) who are concerned, or angry, or disappointed in different aspects of YRE. While this figure may change over time, and while this figure cannot be ignored, it is clear from the data that there is reason to continue on with the experiment with due care taken to resolve problems where they can be.

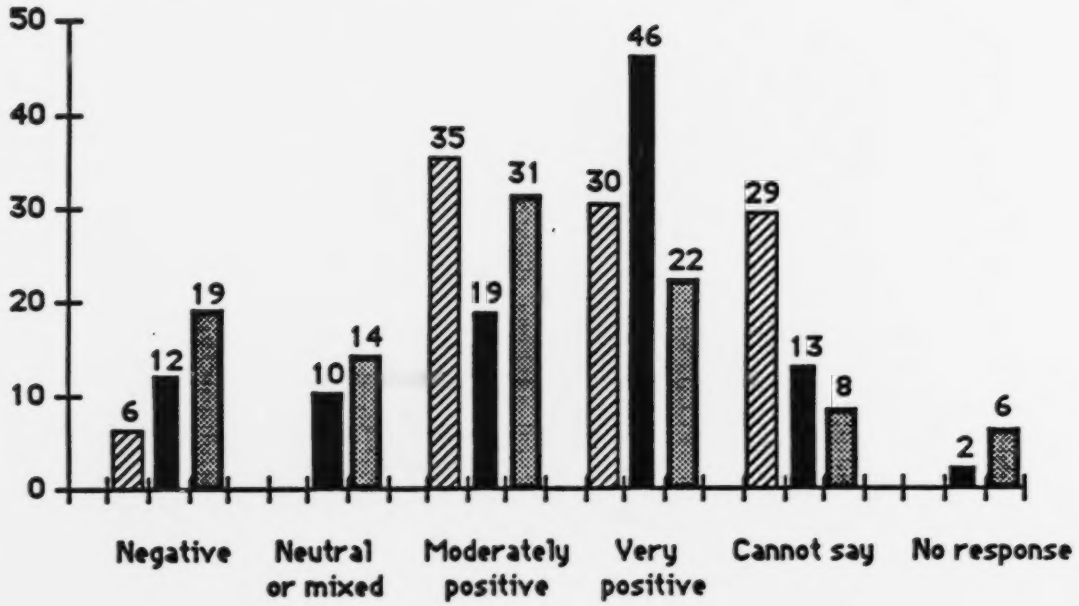
Some of the problems which need to be attended to include working to make viable

Compared to a nine month schedule, des YRE increase or decrease your involvement in your student's work or in other school concerns?



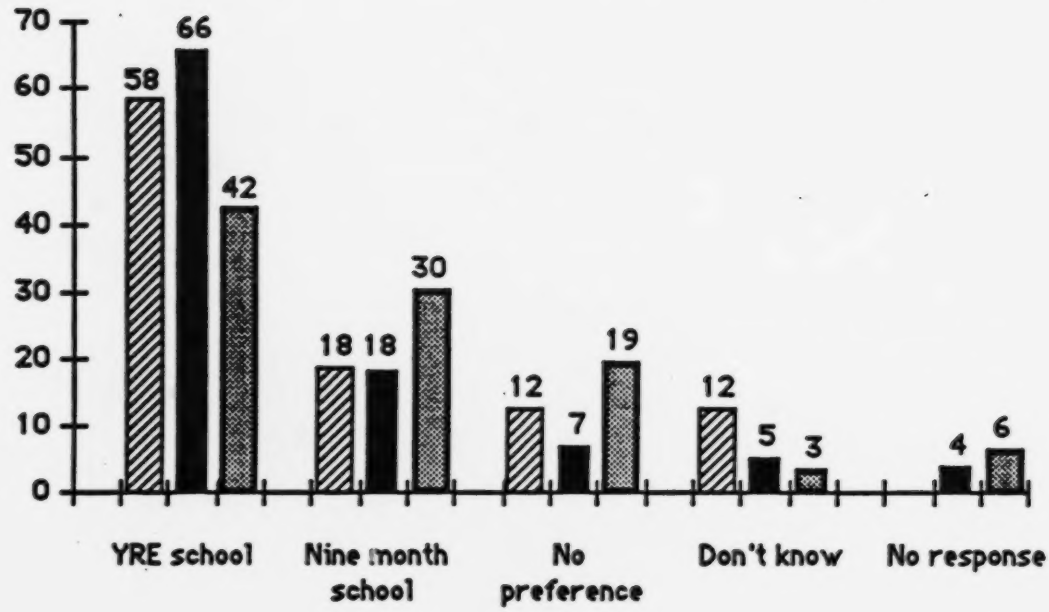
P9

What is your overall evaluation of YRE?



P10

Other things being equal, would you prefer to have your children in a YRE school or a nine month school?



P11

extracurricular activities available to students on a YRE schedule, working at all levels to maximize the coordination of scheduling so that parents and students will have the best possible opportunity to schedule their schooling to facilitate family activities, and working to have the other potential benefits of YRE become a reality. These other potential benefits include intersession classes, adequate provision for students who must be absent to make up the work missed, and, as will be addressed below, returning to the school for instructional purposes some of the dollars saved by scheduling schooling on a Year Round basis.

From the case studies (a full report is included as Appendix E) several statements can be made which are supportive of the data presented above.

Although their experiences may change drastically as they complete a full year of YRE, the clear conclusion to be reached from interviews with the families which have participated so far, as well as with families which are preparing to participate in YRE, is that YRE appears at this time to be much better than the alternatives. Several parents and children stated repeatedly and forcefully that they would not want to return to a more typical school year.

Most parents were conservative in their estimates of how YRE was affecting their children academically. They await empirical evidence; but do believe the children have more positive attitudes toward school and learning.

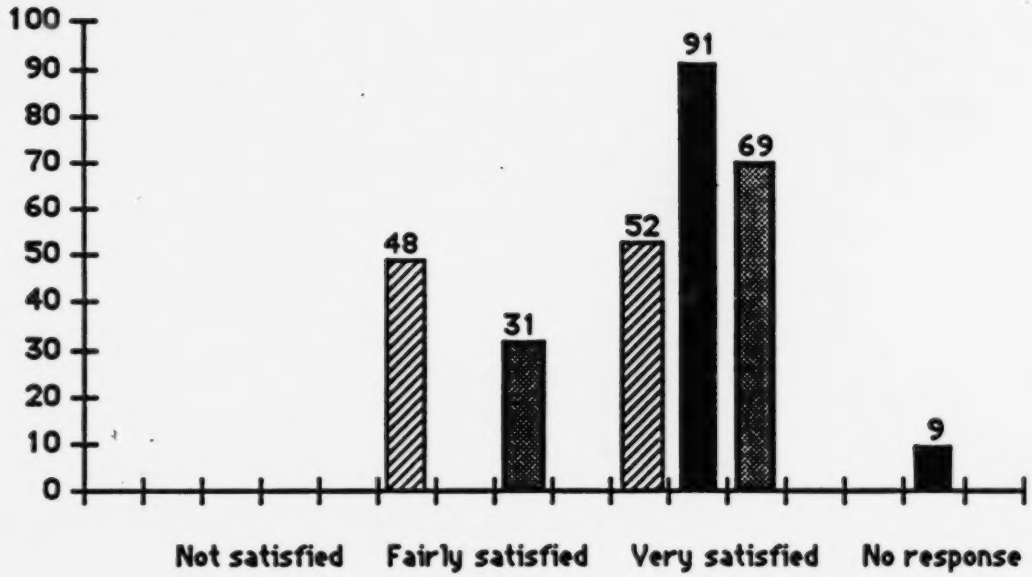
Nearly all the problems mentioned appear to be temporary, associated more with the novelty of the YRE schedule than with its integral characteristics.

Given these conclusions, it is recommended that these and other families continue to be monitored and that other evaluation efforts follow up on this initial study. Efforts should be made to see if the problems mount of dissipate as the novelty wears off and families change their habits and routines. Likewise, rigorous data need to be gathered to test the hunches and claims made by these families. Do the students actually retain more of what they learn? Do they learn more? Do they develop better socially? Do the teachers monitor progress better and teach more creatively? These case studies suggest affirmative answers to these question; but only long term inquiry, using a variety of evaluation methods will lead to powerful answers.

II. How do teachers feel about YRE? As can be seen from Table T1 the Sunset View teachers did change their perception of the information they had as a result of the formal, planned informational meetings held by the district. Before the meetings 52% of the teachers said they were "very satisfied" with the information they had. After the meetings 69% (or 17% more) said they were. All the Westridge teachers, who had been involved in implementing the YRE program, who marked the stem indicated that they were "very satisfied" with the information they had.

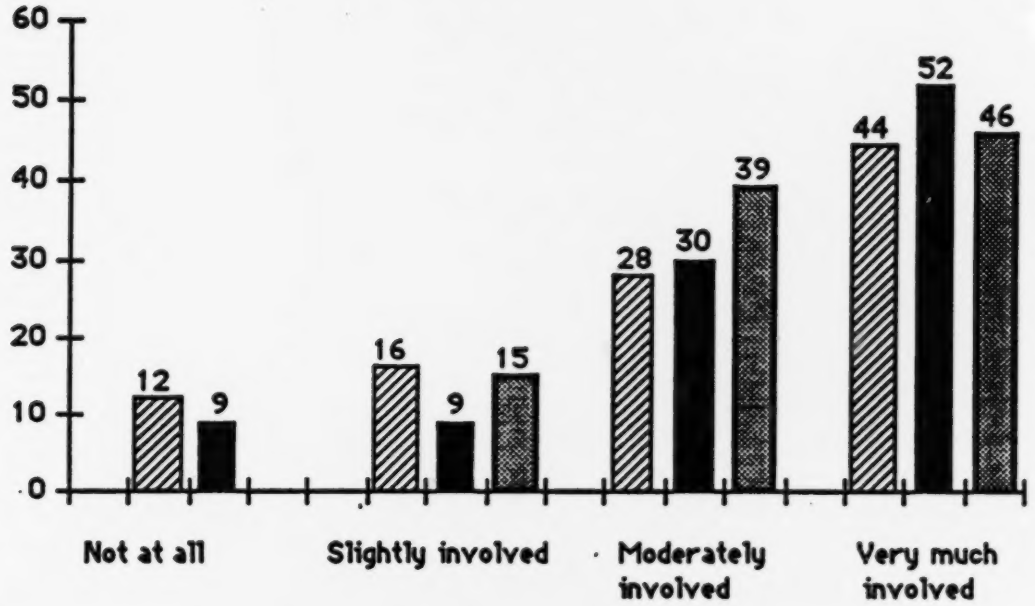
Table T2 shows the teacher's responses as to how involved they had been in the planning process in their school (the table only mentions Westridge but the Sunset View teachers were asked the same question regarding their school. Their answers are included in the table). The Westridge teachers ranged in involvement from 9% who indicated they had no involvement at all to 52% who had been "very much involved" in planning. Eighty-two percent of the Westridge teachers indicated they had been "modestly" or "very much involved" in planning.

How satisfied were you with the information you received about YRE during its planning in terms of amount, detail, timing, and accuracy of information?



T1

To what degree have you been involved in the planning process for YRE at Westridge?



T2

Twelve percent of the Sunset View teachers indicated before the formal informational meetings that they had no involvement in planning for YRE. Some 72% of the Sunset View teachers indicated they had been "moderately" or "very much involved" before the meetings. After the meetings none of the Sunset View teachers indicated they had not been involved in planning. The number of teachers who indicated they had been "moderately" or "very well involved" increased from 72% up to 85%. Thus, in both schools over 4/5ths of the teachers felt they had been involved in the planning process to at least a moderate degree.

Table T3 shows the teacher's level of satisfaction with their involvement in the planning process. Before the formal informational meetings several Sunset View teacher were either "not satisfied" (4%) or did not rate this question (40%). After the meeting 100% of the Sunset View teachers indicated they were either "fairly satisfied" (40%) or "very satisfied" (59%) with their involvement. All of the Westridge teachers who marked this item indicated they were very satisfied with their level of involvement in the planning process.

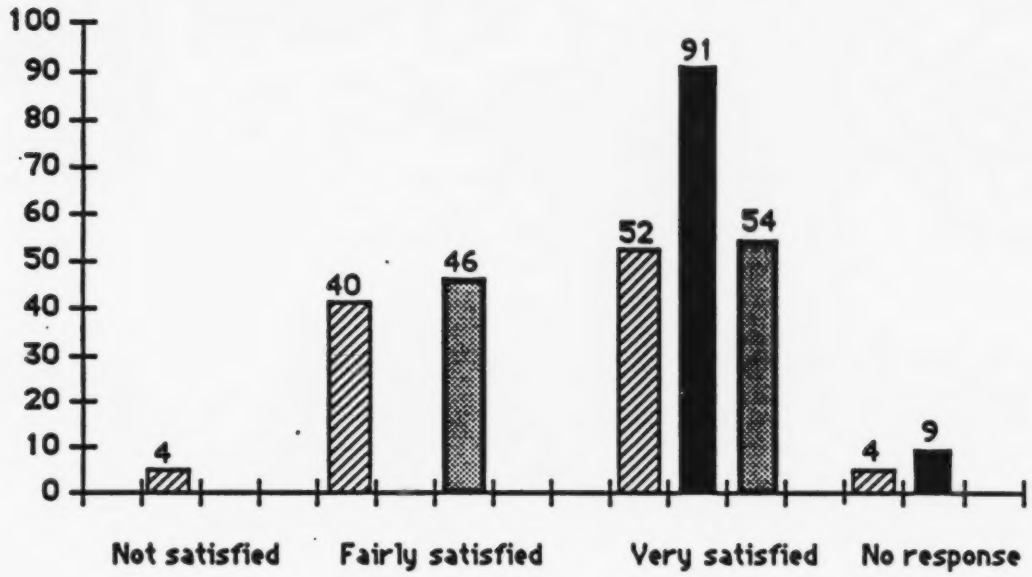
Table T4 shows the actual number of planned contract days for teachers. Over half (52%) of the Westridge teachers had an extended year contract.

Before the formal information meetings were held at Sunset View, several teachers (12%) were either "undecided" or did not respond to this question. The majority of the respondents (60%) indicated that they planned to have a regular contract and fewer than half that many (28%) indicated they would have an extended contract. After the meetings all teachers made a decision to have either a regular (62%) or extended (38%) contract. The greatest change was the increase in the number choosing an extended contract, a shift from 28% to 38%.

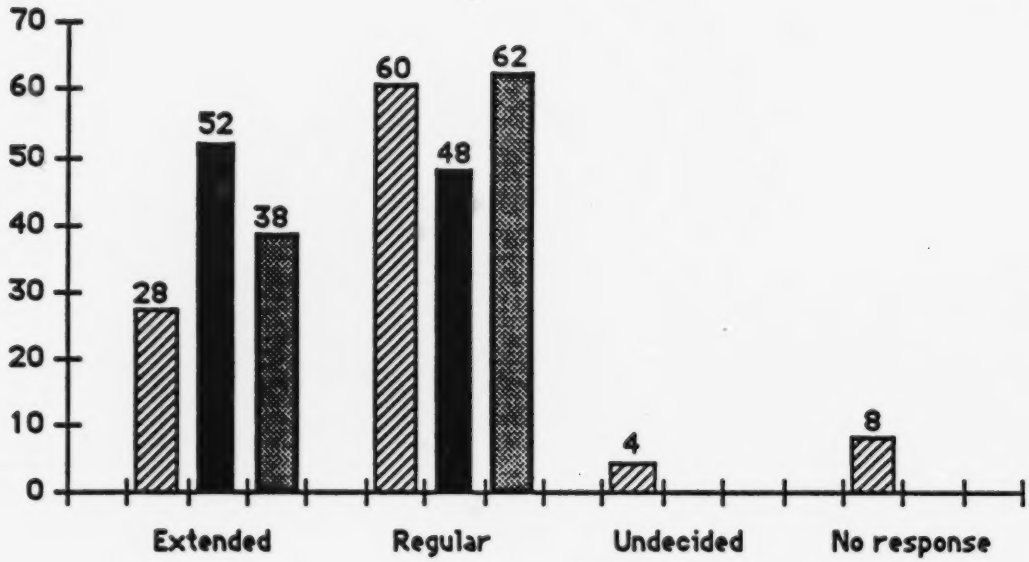
The possibility of an extended year contract is presented as one of the benefits to teachers of involvement in YRE. Critics of YRE suggest that most teachers don't want a change--they chose teaching as a career in part because of the pattern of their work year. These figures are significant in showing that many teachers will (did) choose an extended contract when it was offered them. This is interesting in the light of the data presented in Table T5 in which it is shown that some teachers (Westridge-40%, Sunset View 8%) anticipate loosing more than a thousand dollars by teaching in contrast to their earnings if they participate in another Summer job. Many of the teachers anticipate additional earnings of $1000 or more (Westridge-44%, Sunset View 31%)

Critics of YRE contend that the additional teaching will lead to significant fatigue and stress. As shown in Table T6, none of the teachers who are presently involved in YRE thought that stress and fatigue would increase; 17% thought that it would decrease; and 31% indicated that these would be no difference. The majority (52%) of the Westridge teachers did not respond to this question. These data do <u>not</u> support the claim of additional fatigue or stress on the part of teachers involved in YRE. Such additional burdens <u>may</u> occur but the teachers do not express that it is occurring nor do they anticipate that it will. In fact, as shown in Table T7 those teachers actually involved in YRE believe that their YRE schedule, whether on an extended contract or regular contract, <u>decreases</u> (61%) rather than increases (9%) stress and fatigue in comparison to a regular 9 month schedule--more than a 6-1 margin!

How satisfied were you with your level of involvement in the planning process?

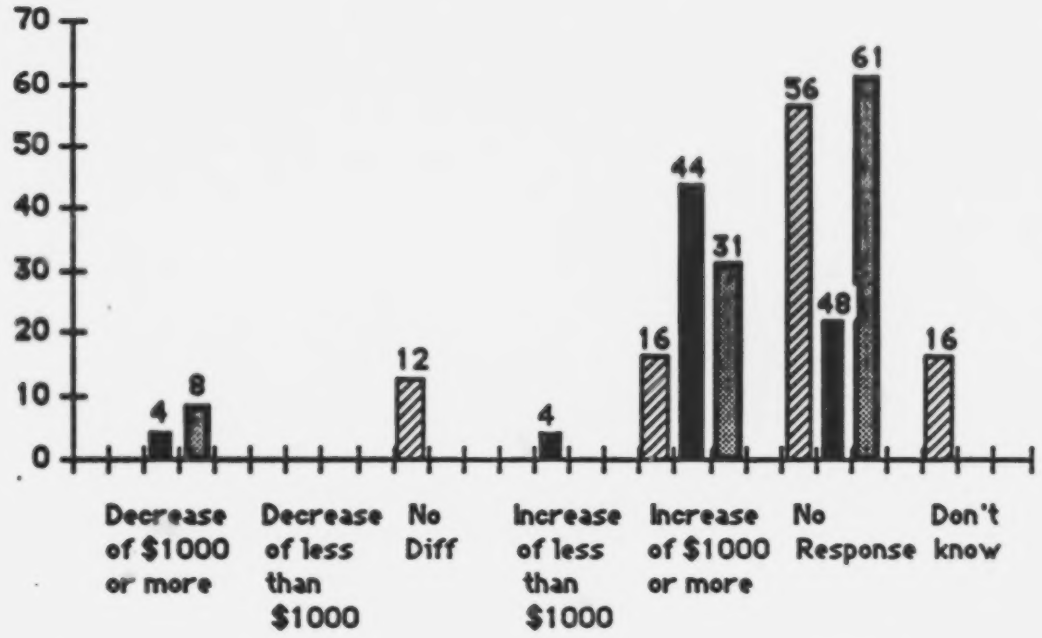


Do you have an extended contract (such as 225.5 days) or a regular contract (190.5 days)?



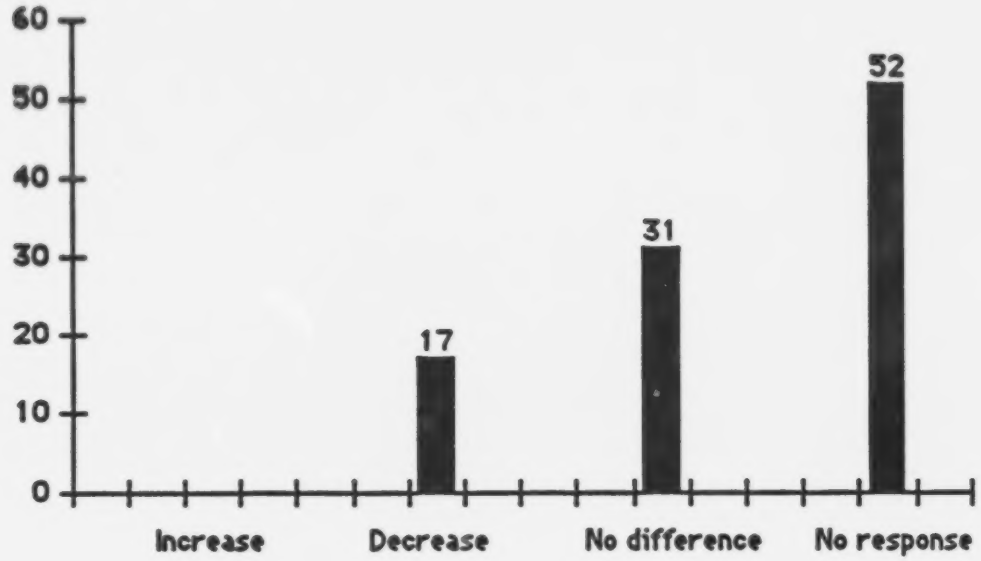
T4

Has the extended contract resulted in a net increase or decrease in your annual income as compared to what you typically would have earned through other summer employment?



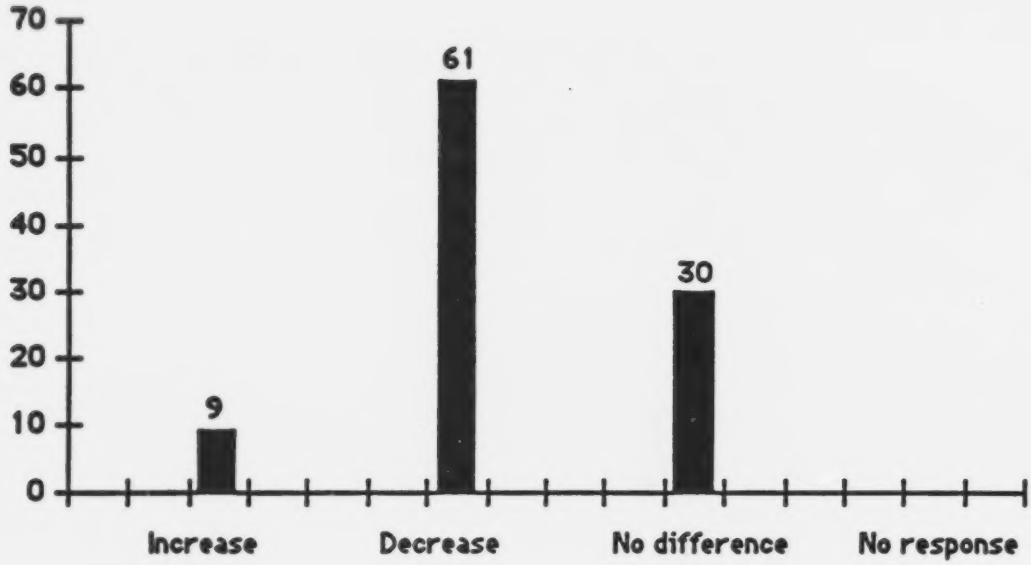
T5

Does working the extended days under YRE increase or decrease fatigue and stress compared to a regular contract under YRE?



T6

Does working under YRE increase or decrease fatigue and stress compared to a regular nine month schedule?



T7

The issue of teacher professionalism is sometimes discussed in the context of teacher morale. It is believed that the more professional teachers feel, the higher their morale. As shown in Table T8, when asked if YRE increased or decreased teacher professionalism the Westridge teachers strongly indicated that it increased teacher professionalism (78%). About one-fifth (18%) of the teachers felt it did not effect teacher professionalism. None felt that YRE decreased it.

The formal informational meetings held with the Sunset View teachers changed their perception on the effects of YRE in teacher professionalism. Before the meetings 24% felt that YRE will increase professionalism and 8% felt it would decrease it. After the meetings no teacher felt YRE would decrease professionalism and 38% felt it will increase it.

Table T9 shows the anticipated (Sunset View) or perceived (Westridge) effect of YRE on teacher absenteeism. In contemplating these data it is pertinent to note that if a YRE teacher is ill it is probable that another YRE teacher from the school who knows the system and probably the curriculum is available to substitute. With this potential advantage available in a YRE schools, none of the Westridge teachers indicated that teacher absenteeism increased under YRE, 39% indicated it decreases.

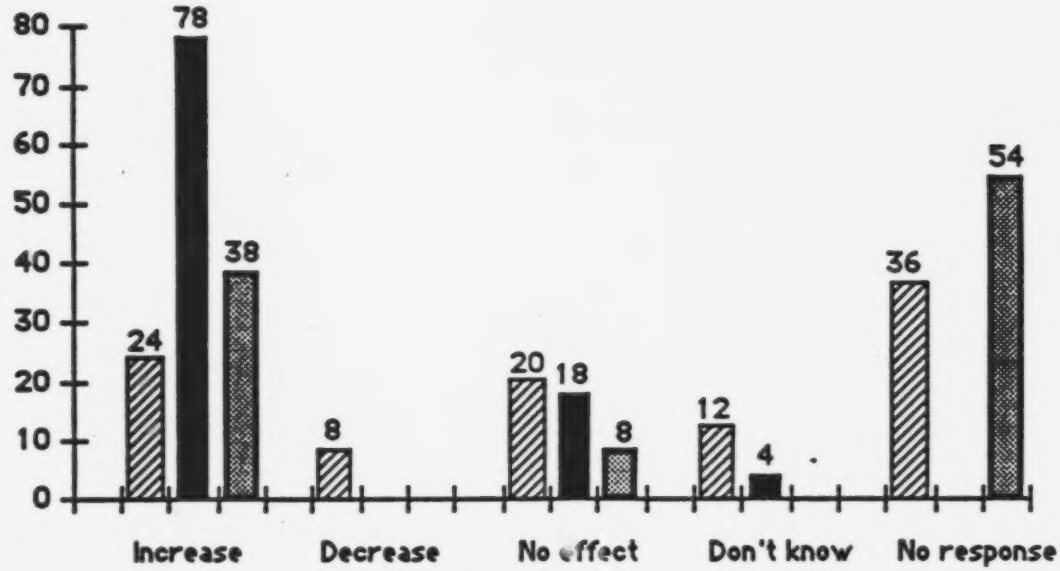
For some reason the informational meetings for the Sunset View teachers changed their anticipations from 56% anticipating a decrease in teacher absenteeism before the meetings to only 31% anticipating a decrease after the meetings. Conversely, the number anticipating an increase in teacher absenteeism went from 0% to 8%. The district may want to review the content of these meetings to identify what influenced this change, if possible.

Table T10 shows teachers perceptions (Westridge) or anticipations (Sunset View) in the area of whether YRE increases or decreases teacher's preparation, homework or administrative workload for a given week of instruction. More than half of the teachers (Westridge-55%; Sunset View pre-meeting ratings-64% and Sunset View post meeting ratings-62%) felt that YRE increases this load. Remember the data presented in Tables T6 and T5 that YRE decreased stress and fatigue rather than increased it and you have an interesting dynamic. Those teachers involved in YRE indicated their load per week of instruction goes up, but stress and fatigue decreases. The breaks and/or changes associated with YRE appear to alleviate stress and fatigue even though the system requires more of the teachers while they are teaching. Perhaps some of the causes of stress and fatigue are extra-curricular (worry about finances, summer jobs) or psychological (feelings of lack of influence over job parameters, lack of professionalism) for non-YRE teachers.

Some teachers indicate (Westridge-9%) or anticipate (Sunset View post-meetings-23%) that YRE does or will decrease this load. These teachers are outnumbered more than 2 to 1.

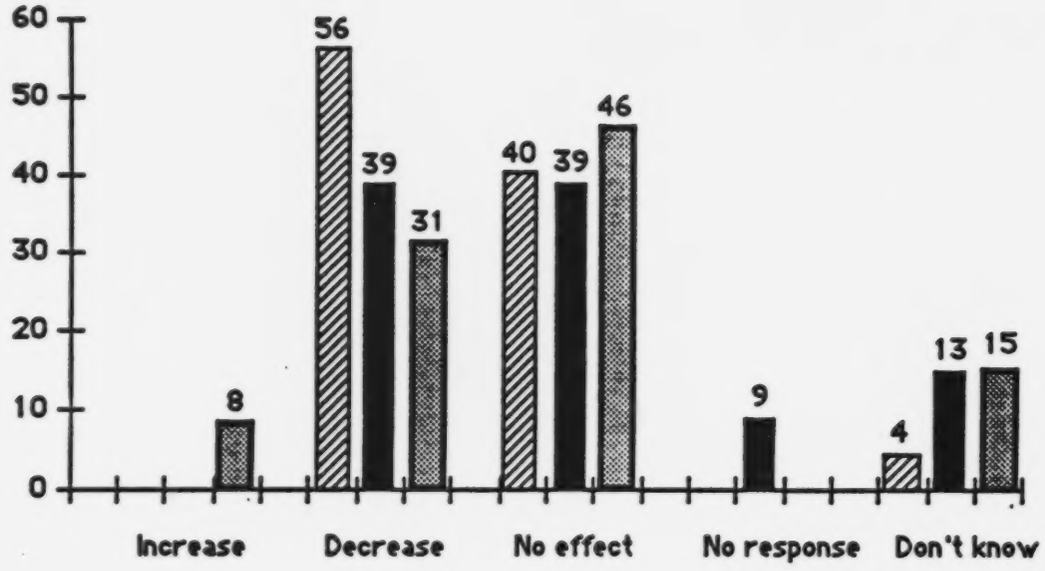
Perhaps an area of significant future concern for YRE teachers is the potential effect it may have on YRE teachers seeking advanced degrees. As shown in Table T11, 44% of the teachers at Westridge feel that YRE will interfere with pursuing an advanced degree more than a nine-month schedule, while 30% feel it will not. The problem as experienced by the Westridge teachers is much less than it was anticipated to be by the Sunset View teachers before they had their informational meeting. Sixty

Does YRE increase or decrease teacher professionalism?



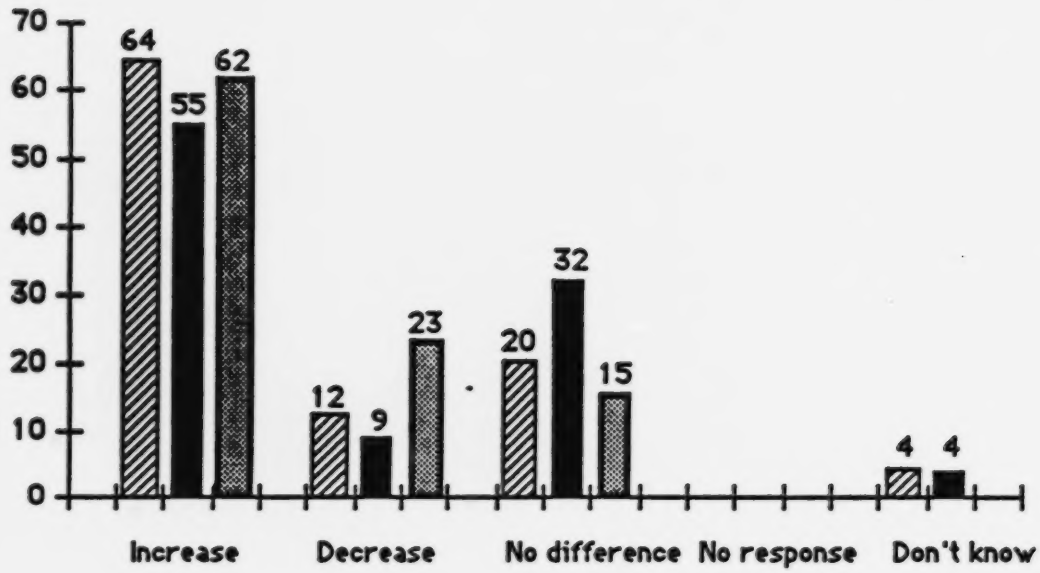
T8

Does YRE increase or decrease teacher absenteeism?



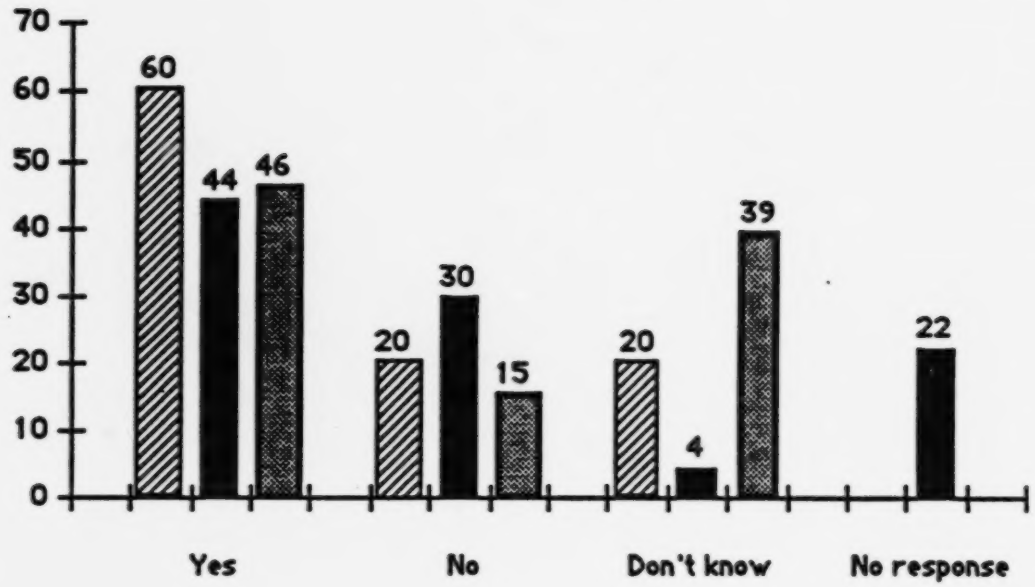
T9

Does YRE increase or decrease your preparation, homework, or administrative work load for a given week of teaching compared to the nine month schedule?



T10

Do you feel that YRE will interfere more with a teacher obtaining a higher education than a nine month schedule?



T11

percent anticipated this to be a problem. After the informational meeting 46% of the Sunset View teachers anticipated a greater problem in this area on a YRE schedule than with a 9 month schedule.

If this is an important problem it may be possible for some college classes to be offered on an intensive basis during common break times for groups of teachers. This has not been explored with the teachers as an option. The majority of them (60%) did not want to teach intersession classes as a source of additional income--see Table T12. They may find learning a welcome break from teaching. The option of teaching intersessions for extra pay was an attractive option for 36% of the teachers at Westridge.

The set of Tables from T13 through T18 all pertain to the perceived or anticipated effects of YRE on learning variables. In every case, once involved or informed, none of the teachers indicated that YRE decreases learning opportunities or outcomes. The Westridge teachers indicated that from their experience and perceptions YRE increases the tailoring (individualization) of instruction (54%), the variety of instructional experiences (45%), the testing and tracking of individual student achievement (64%), the parents' involvement in the students' work or school concerns (55%), the encouragement of educational improvements (64%) and the learning of students (77%). For every one of these variables the Sunset View teachers anticipated the effects of YRE to be positive. In fact, no teacher marked that there would be less or fewer advantages associated with YRE. Thus, the program makes educational sense in the opinion of teachers not yet involved in the program and encourages positive instructional changes and/or outcomes in the experience of teachers who are presently teaching under it. This is a substantial plus for YRE. It is potentially capable of solving a housing/cost problem while at the same time yielding educational benefits in the perceptions of teachers.

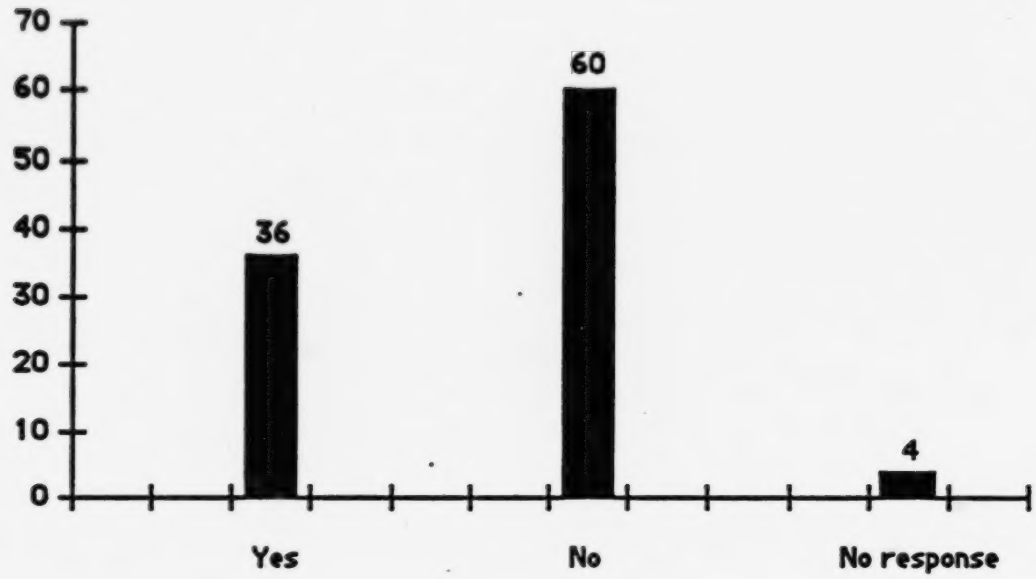
Table T19 through T21 are related to student attitude issues. The Westridge teachers overwhelmingly perceive YRE as resulting in more positive student attitudes toward school (73%). None of them indicated that YRE lessens students' positive attitudes toward school. The teachers at Sunset View anticipated more positive than negative student attitudes toward school. Before the formal informational meeting 56% of the teachers indicated that they felt students attitudes' toward school will be more positive and 12% thought they will be less positive than under a nine-month schedule. After the meeting a shift toward the positive occurred with 69% of the Sunset View teachers indicating they felt students will have more positive attitudes toward school under YRE and only 8% indicating they felt student's attitudes will be more negative.

Teachers' perceptions and anticipations regarding student absenteeism were less positive toward the effect of YRE. At Westridge 14% of the teachers perceived YRE as increasing student absenteeism while 31% perceived YRE as reducing it.

The formal informational meeting held at Sunset View changed the anticipations of Sunset View teachers away from the expectation that YRE will decrease student absenteeism towards the expectation that YRE will increase it. No teacher indicated they expected YRE to increase absenteeism before the meeting. Twenty-three percent indicated they expected YRE to increase student absenteeism after the meeting.

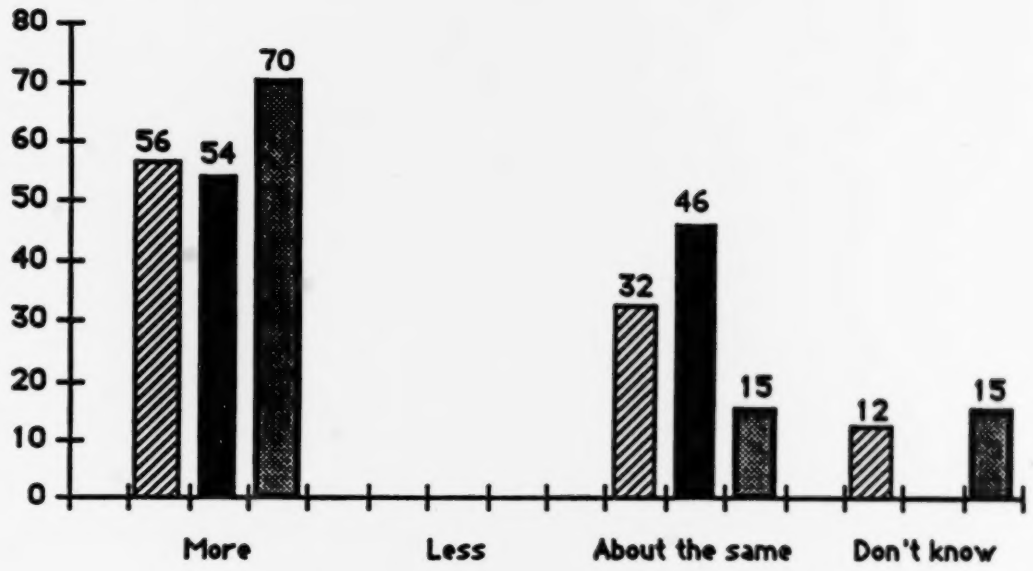
In the next year of the evaluation actual absenteeism records should be secured

If intersession classes were being offered, would you like to teach in them for additional compensation?



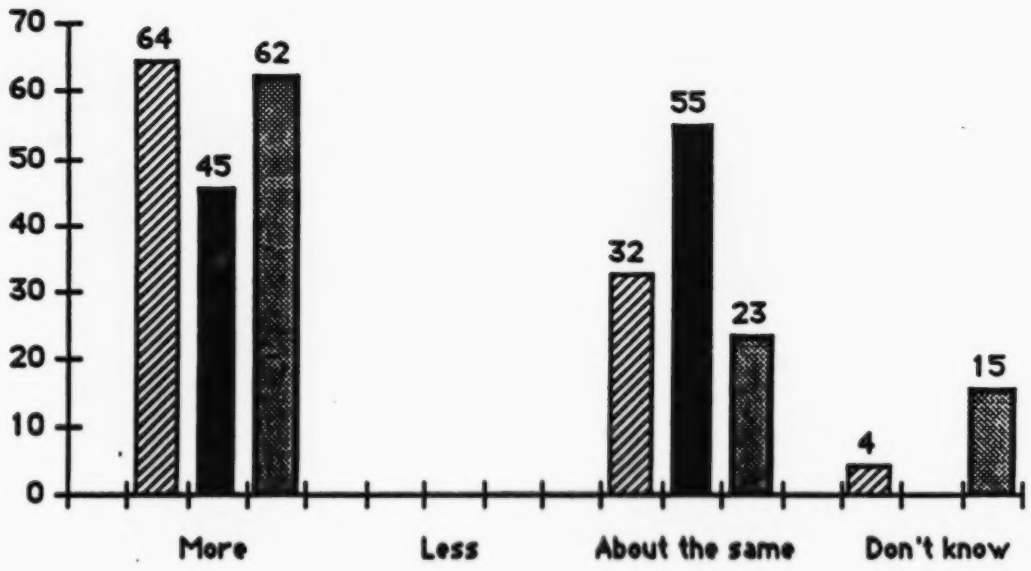
T12

Has YRE resulted in more or less tailoring (individualizing) of instruction for students than a nine month schedule?



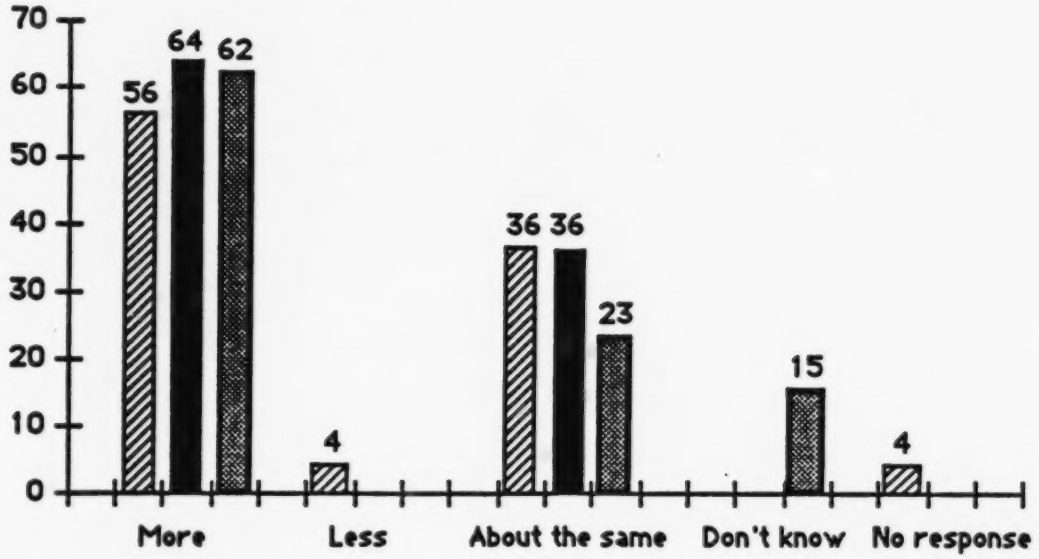
T13

Has YRE resulted in more or less variety in the instructional experiences than in a nine month schedule?



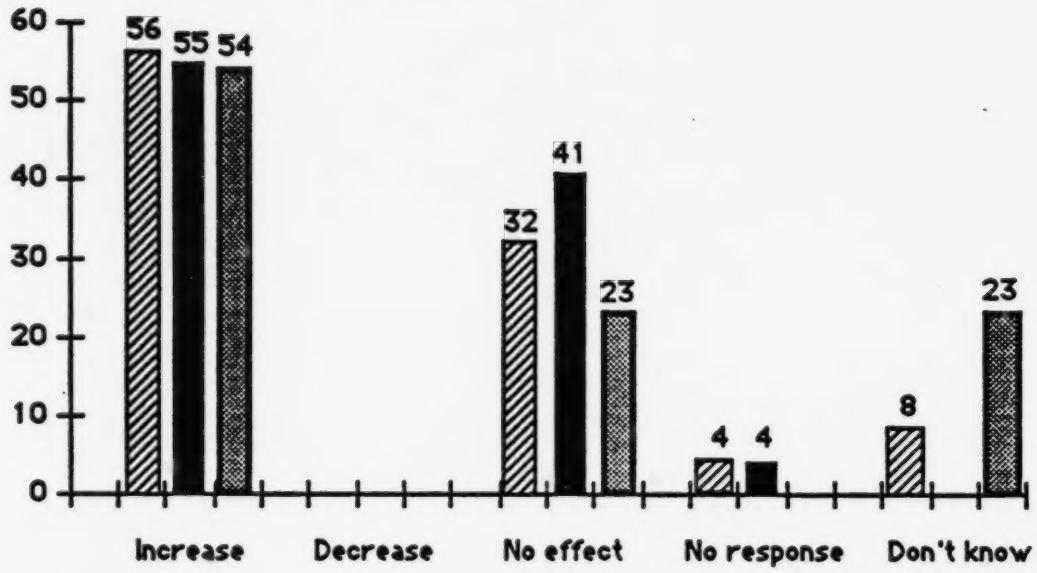
T14

Has YRE resulted in more or less testing and tracking of individual student achievement than in a nine month schedule?



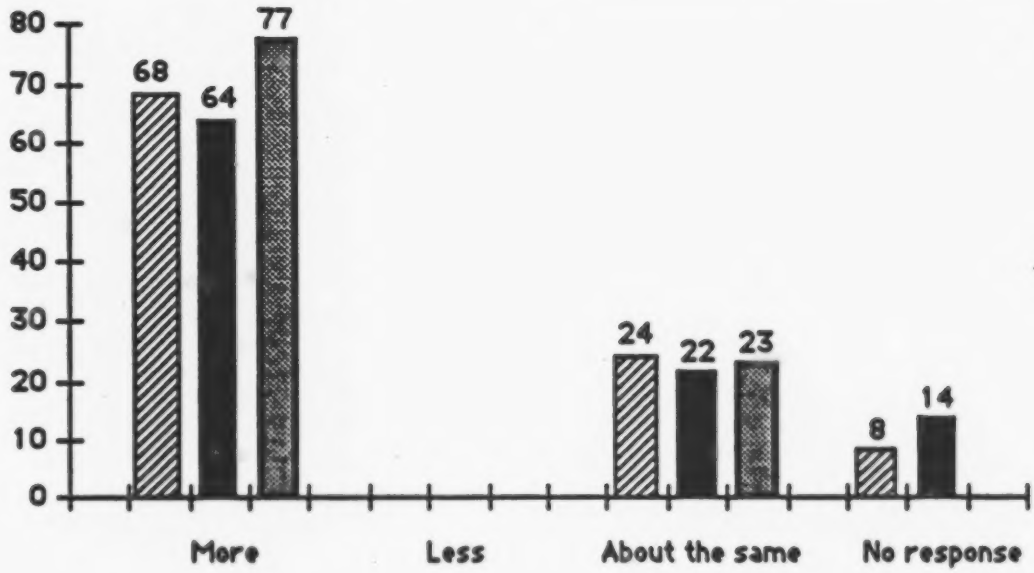
T15

Compared to a nine month schedule, does YRE increase or decrease parental involvement in the student's work or in school concerns?



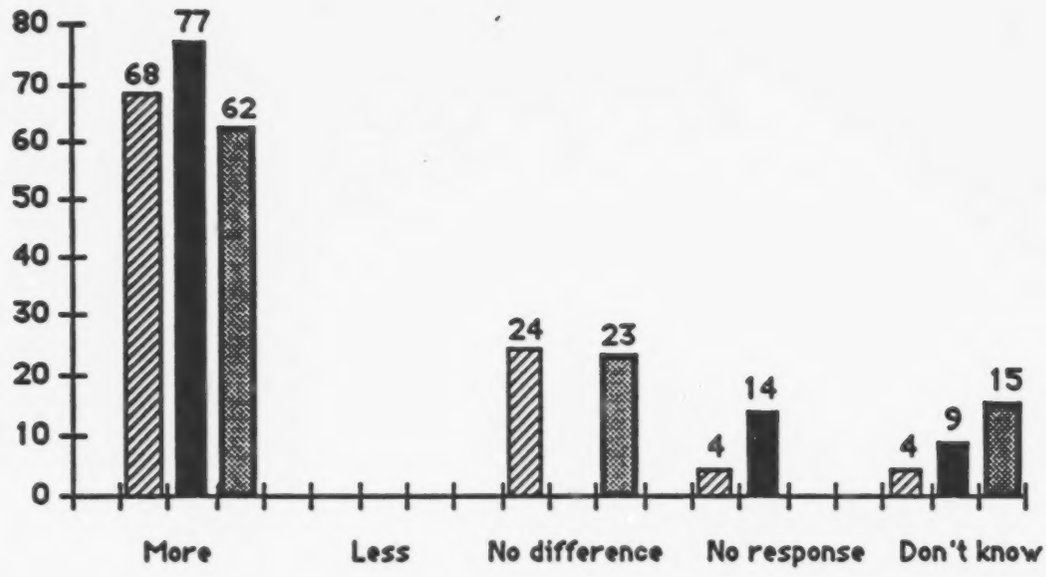
T16

Does YRE provide a framework which encourages educational improvements more or less than a nine month schedule?



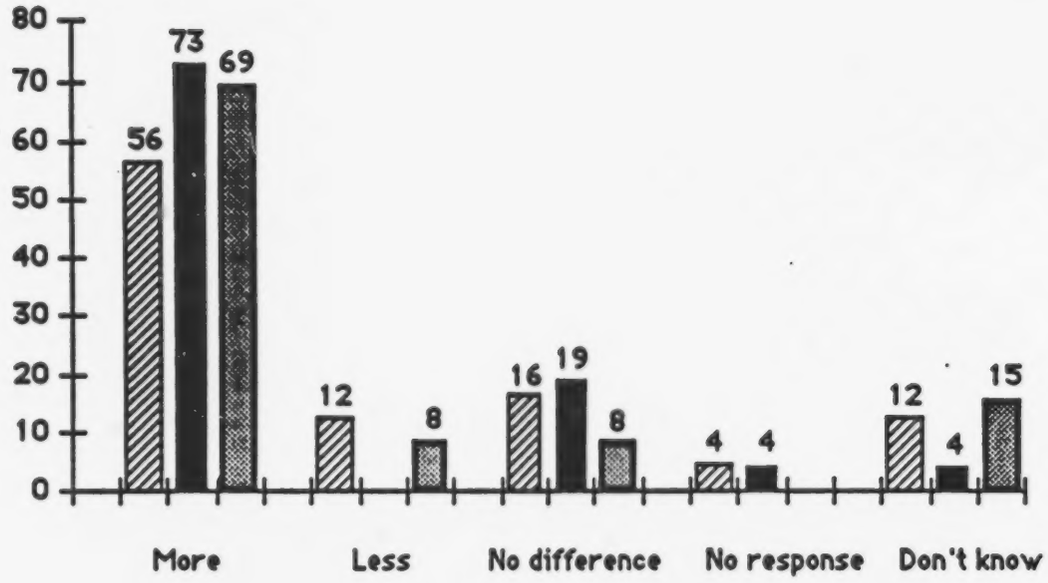
T17

Do students learn more or less under YRE as compared to a nine month schedule?



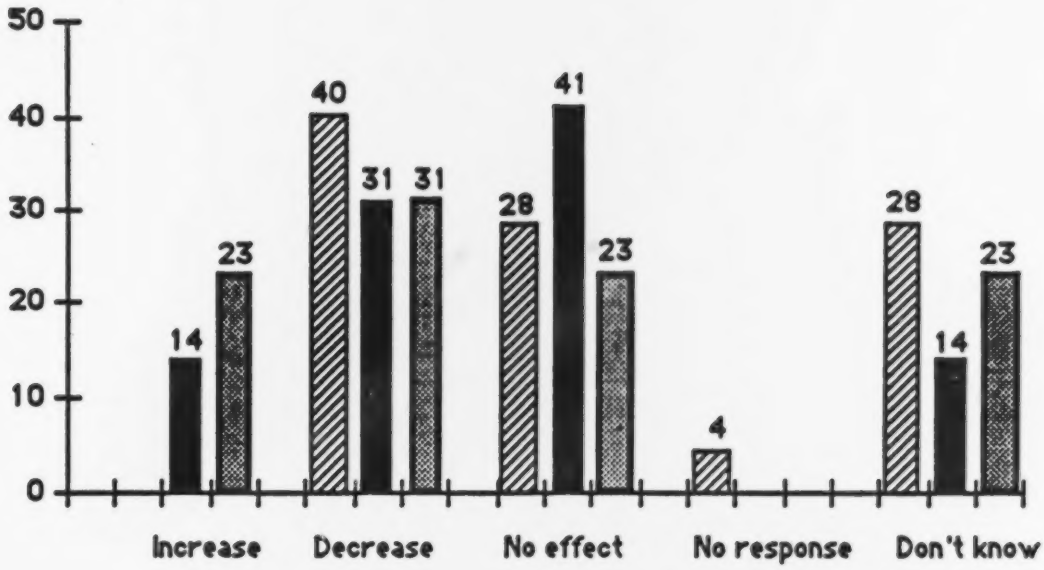
T18

Do students have a more or less positive attitude toward school under YRE as compared to a nine month schedule?



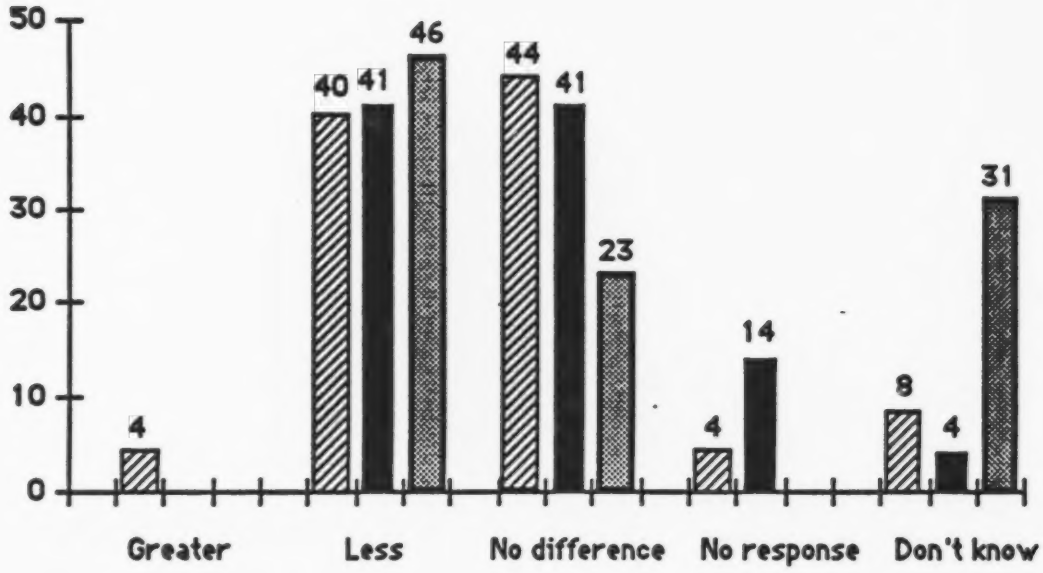
T19

In your experience, does YRE increase or decrease student absenteeism compared to a nine month schedule?



T20

Are student discipline problems, vandalism and truancy, greater or less under YRE than a nine month schedule?



T21

for the years previous to the introduction of YRE at both schools and for the years that YRE has been in place. These records will answer the question of whether YRE increases or decreases student absenteeism.

The perceptions (Westridge) and anticipations (Sunset View) of teachers regarding YRE's effect on discipline, vandalism and truancy problems were consistent in favoring YRE over a nine-month schedule. Over 40% of the teachers felt YRE decreased these problems. After experiencing YRE or having more information presented to them regarding YRE, no teacher felt YRE increased these problems.

The data presented in Tables T22 through T24 show the general evaluations of the teachers involved in YRE as an educational program. Perhaps most startling is the data in Table T24 in which 100% of the teachers at Westridge indicate they feel YRE should continue at their school.

When asked what their overall evaluation of YRE is as an educational program, one Westridge teacher marked the category "negative, harmful, or not enough benefits for the effort." One Westridge teacher marked the category "cannot say." All the rest (92%) marked the "positive . . ." or "very positive" categories. After the formal informational meetings the responses of the Sunset View teachers were mixed. Eight percent marked the "Negative . . ." category. Sixty-nine percent marked the two positive categories.

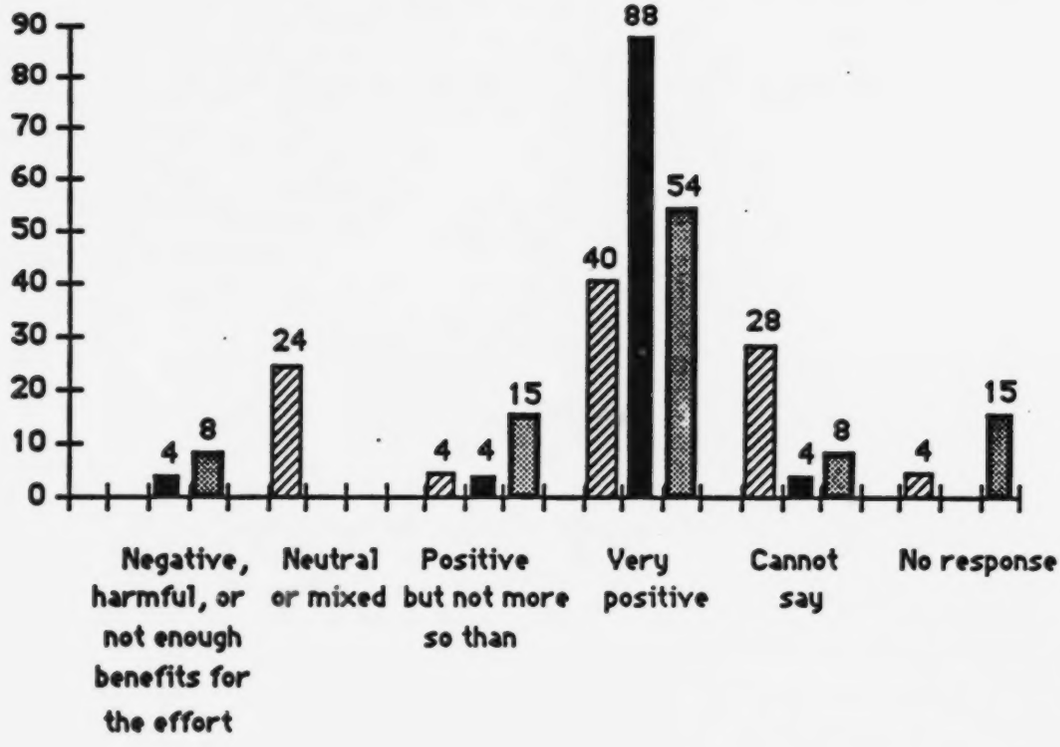
When asked which system, YRE or a regular nine-month schedule, they prefer to teach under the Westridge teachers all (100%) marked the YRE schedule. The informational meetings held with the Sunset View teachers changed their opinions to be more positive toward teaching under a YRE system. Before the meeting 20% of the Sunset View teachers preferred a nine-month schedule and 48% preferred YRE. After the meeting only 8% preferred a nine-month schedule and 69% preferred YRE. Thus, the Westridge teachers were unanimous in their preference of YRE and the Sunset View teachers favored YRE 8 to 1 over teaching in a nine-month schedule.

III. What cost benefits may occur? The full report of the cost analysis is in Appendix . From that report several conclusions are presented here to aid the reader in putting all of the data together from the various aspects of the total evaluation conducted this year. The substance of these conclusions is supported by the care and completeness with which the cost analysis was done. None of the three estimates can be defended as a sure indicator of what will happen. However, we believe they bracket the truth and show consistently that there are real cost savings associated with YRE. Some of these savings can be gained by other means of "packing" a school, for example running double sessions with a single central office and janitorial staff. The cost savings of YRE are real, and they also redound to the favor of the teachers as well as the families in the district.

Year Round Education is projected to be the more cost-effective option in scheduling students in the Provo School District. Under typical conditions the program will result in substantial cost avoidance and cost savings. At the single building level YRE is projected to avoid or save about $105,000 per year. If three elementary schools were changed to YRE the difference is estimated to be about $277,000.

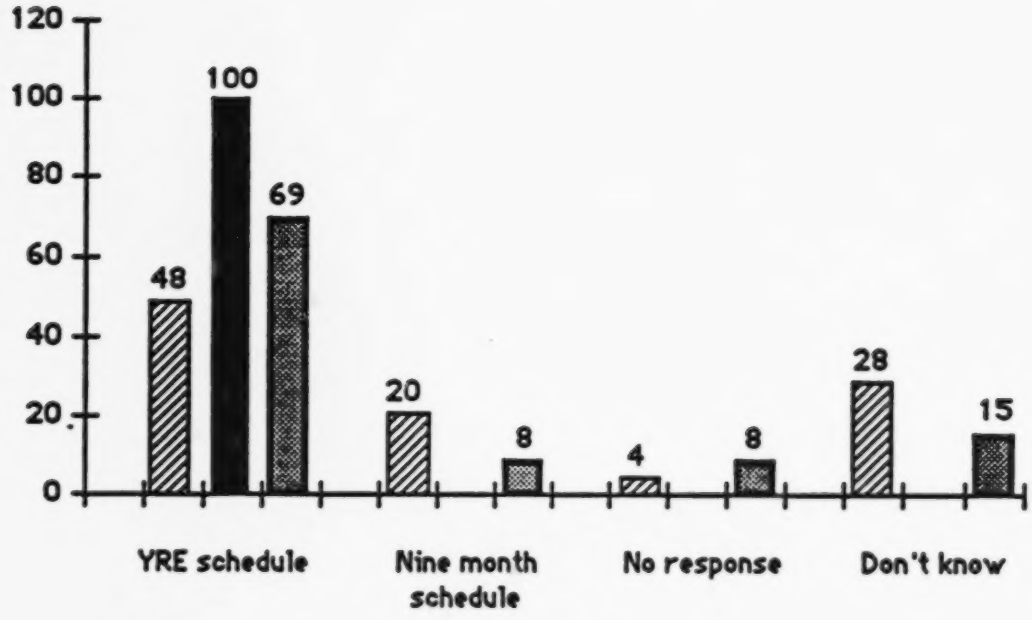
The savings are due both to cost avoidance because fewer buildings are needed

What is your overall evaluation so far of YRE as an educational program?



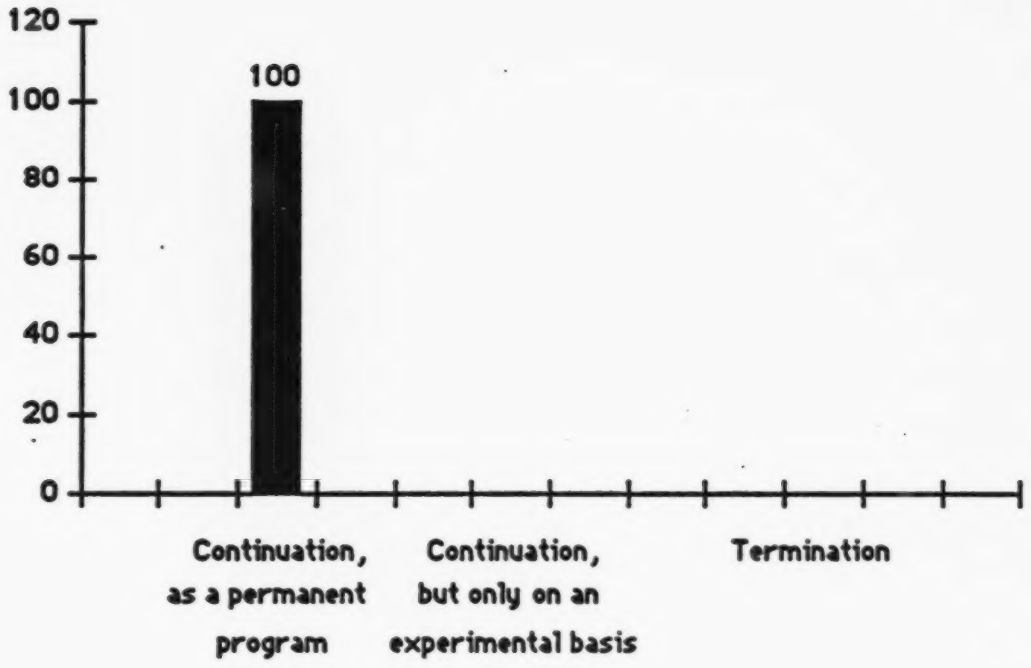
T22

Other things being equal, would you prefer to teach under a YRE schedule or a nine month schedule?



T23

Would you recommend continuation or termination of YRE at Westridge Elementary school?



T24

and because the per pupil personnel, maintenance and operation costs are lower. The cost avoidance from not building more elementary schools will benefit the taxpayers of the district. The funds saved through cost avoidance, however, are not available in the district budget to benefit the students in YRE schools. But, it seems possible and desirable for the district to return some of the cost savings to the YRE schools for educational improvement programs. Providing greater educational resources from the cost savings will benefit the students and encourage teachers to continue to make YRE a valuable part of the school program.

As described in full in the report in Appendix C, the reduced cost for YRE results partially because more students use a given classroom in a year. The savings resulting from fuller utilization of facilities may result from other possible scheduling strategies, such as split scheduling of classes. When more students use a given classroom because of any scheduling strategy, such as YRE or split scheduling, cost avoidance will result. This part of the cost analysis assumes that the enrollment in an attendance area loads the school to near capacity, the enrollment is growing, and the district will need to build more schools if a scheduling strategy does not relieve the growth problem. Of course, if enrollment continues to grow, a scheduling strategy will only delay the need to build new facilities; additional facilities would eventually need to be built in response to continued growth.

The cost savings for YRE, however, do not result only because the facilities are utilized more efficiently. Some of the cost savings for YRE, such as the savings resulting from extending teacher contracts over more days in a year, are more specific to the YRE concept. Other scheduling strategies, such as split schedules, may not have similar cost savings associated with them.

Reduced costs for maintenance and operation are an important part of the YRE cost savings, amounting to just under half of the total amount saved. What is more, these are true savings, since they mostly represent costs that are already budgeted for the nine month schedule. Furthermore, it seems possible that these maintenance and operation savings could be used to improve the quality of education for the students. It may not be possible to provide similar savings under other scheduling strategies.

IV. What educational benefits occurred? Achievement test data were secured from the district office. These data were analyzed several ways. The major findings are presented below, hopefully in such a manner as to aid correct interpretation.

Our first analyses involved finely grained statistical analysis of the achievement test scores. By covarying on variables which had changed because of factors not related to YRE we were able to remove a lot of non-experimental variance. This resulted in 9 of 18 differences between 1983-84 and 1984-85 scores at Westridge being statistically significant. Of these 9 differences, advantage was shown for the achievement of students during the first year of YRE in five cases and in four cases for the student achievement of the previous year when the Westridge school was on a nine-month schedule. The most accurate interpretation of these data is that there is probably little educationally significant difference between the performance of students under the two programs. What difference there is slightly favors YRE.

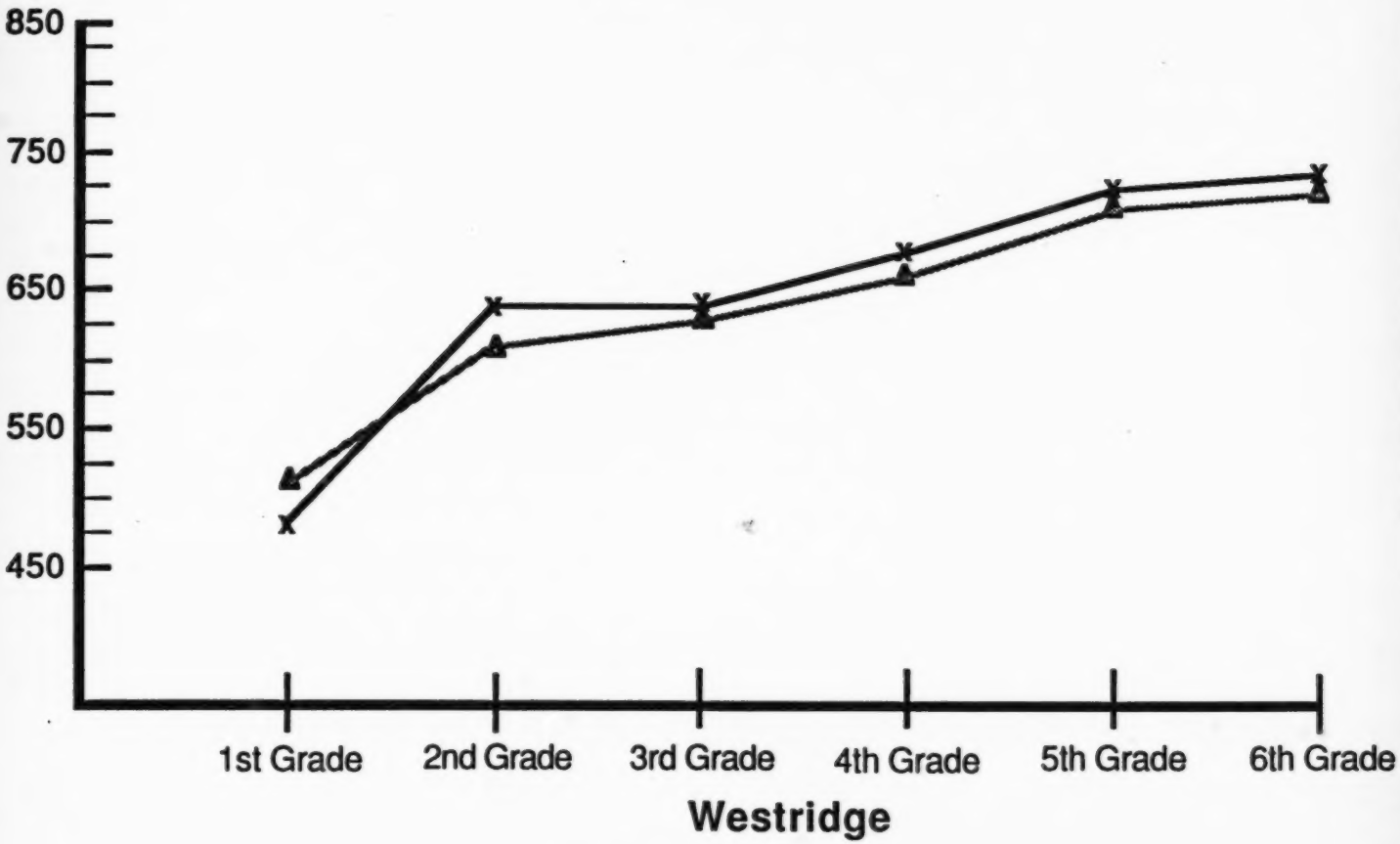
The slightness of the differences is clear from tables A1 through A3 in which the means (in scale scores) of the achievement data for the six grades at Westridge are charted for 1983-84 and 1984-85. The impression that the curves are the same dominates above all other impressions.

Tables A4 through A6 compare four years of achievement scores at Westridge against the district averages. Again the 1984-85 scores "fit right in" with the others. The Westridge school is not dramatically different from the district average. Nor are the 1985 scores dramatically different from other years. Again, some of the differences in these scores, whether compared across years within the Westridge school or whether the comparison is of Westridge's scores against the district are statistically significant. Overall there is no clear pattern to these differences. What slight advantage there is favors YRE-based 1985 scores as much as any others. The best interpretation is that at this time there is no clear educational gain and certainly no loss associated with the adoption of YRE.

Advocates of YRE quote data which suggest that educational gains from YRE are cumulative, growing larger over the years as the YRE program matures and its benefits can accumulate. Our data do not support or contend with such an interpretation since only one year of YRE is involved.

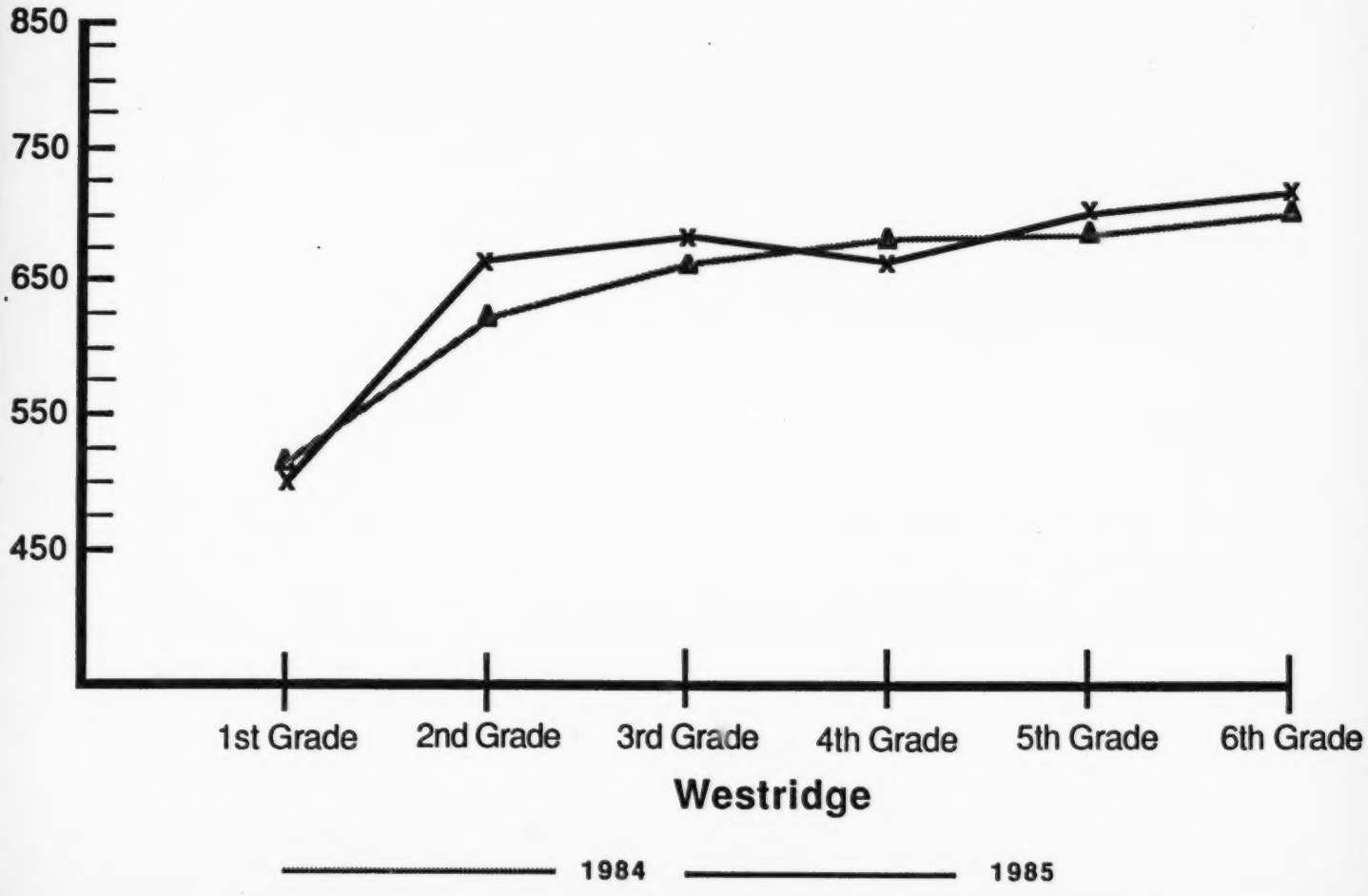
Scale Scores

READING



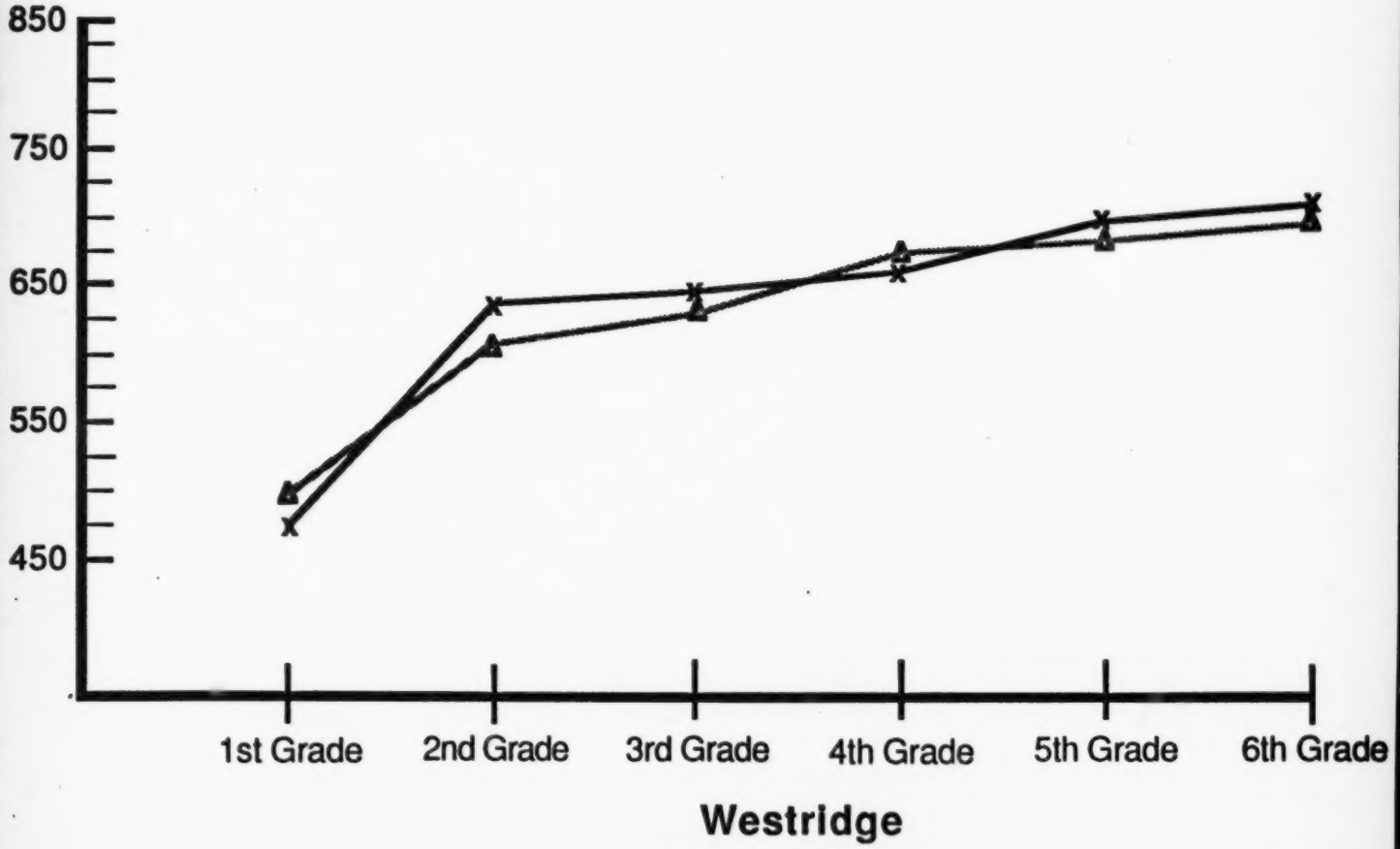
Scale Scores

MATH



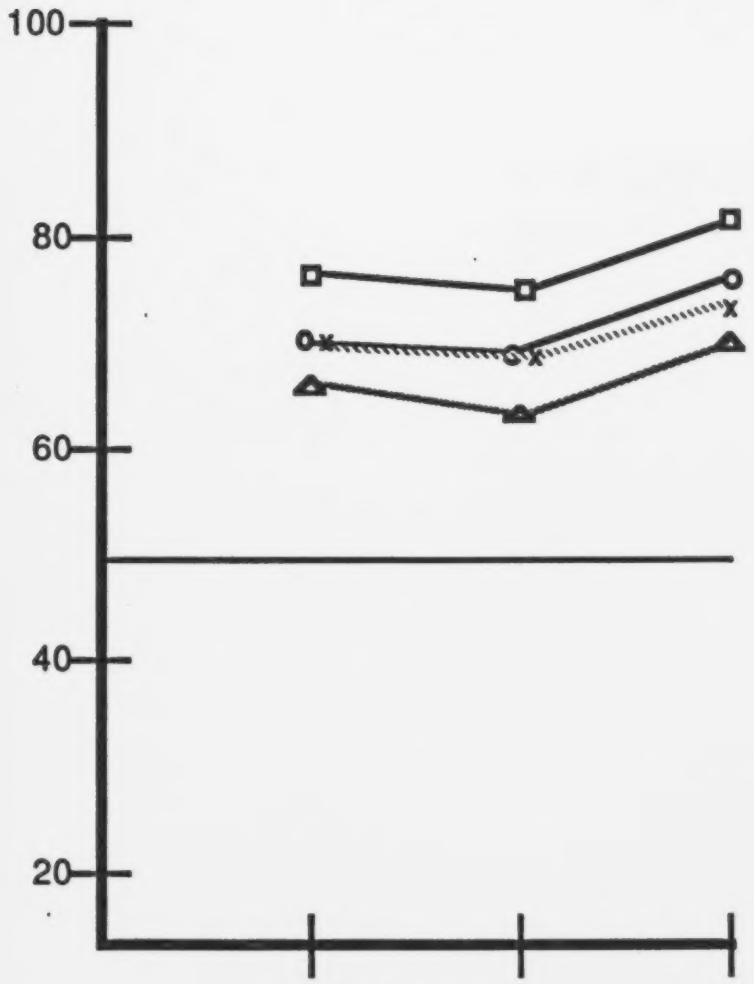
Scale Scores

LANGUAGE

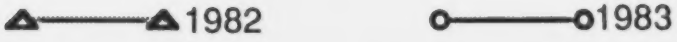


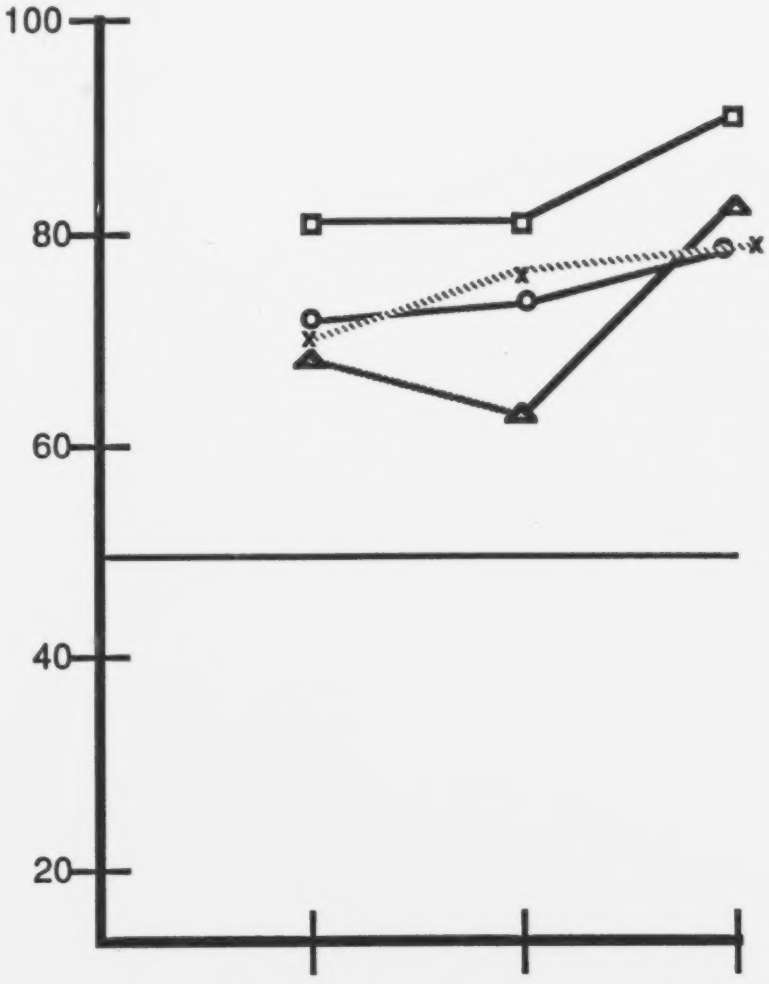
A3

Second Grade

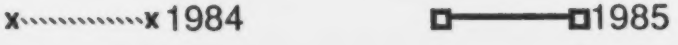


District

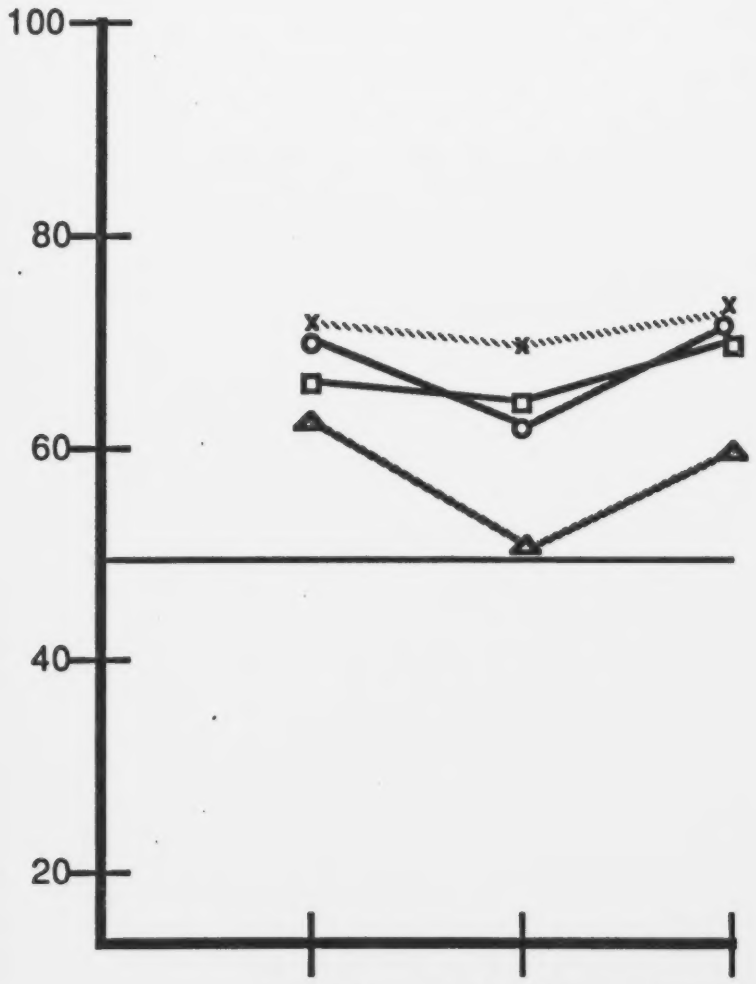




Westridge

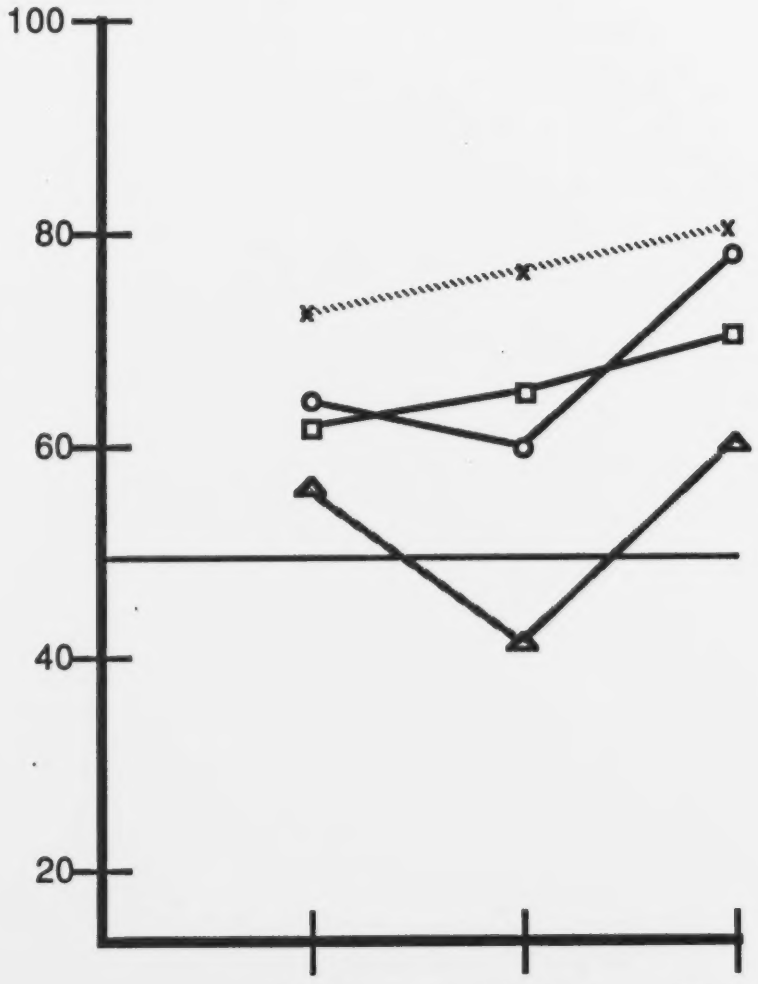


Fourth Grade



District

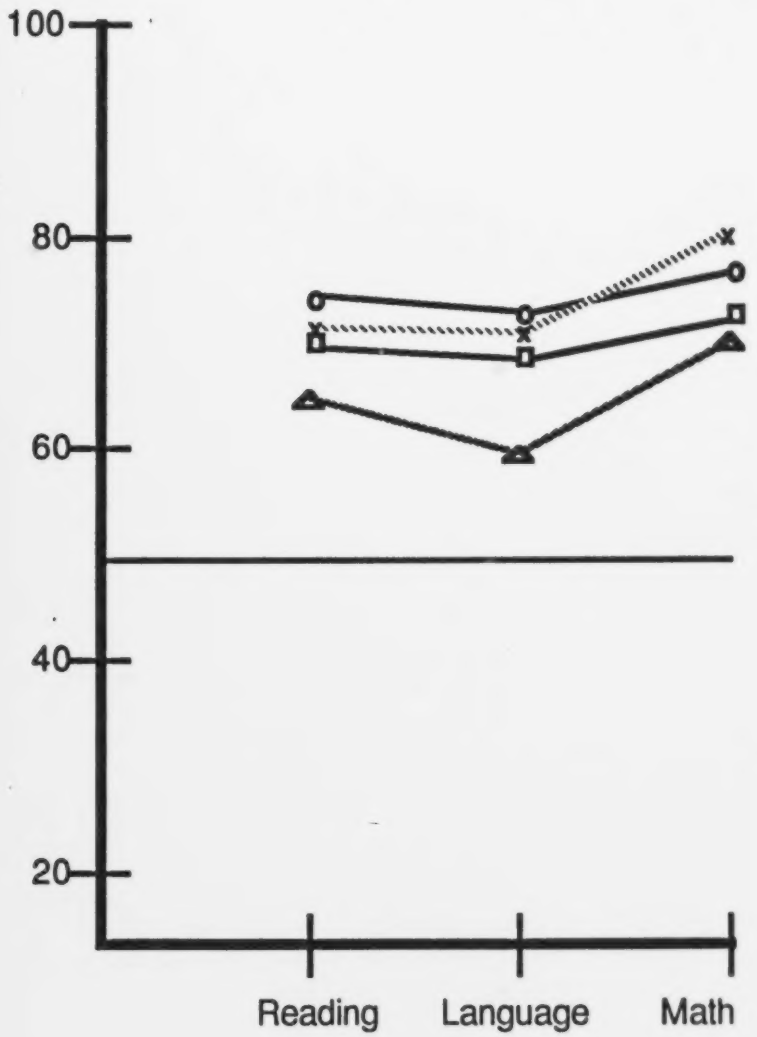
1982 1983



Westridge

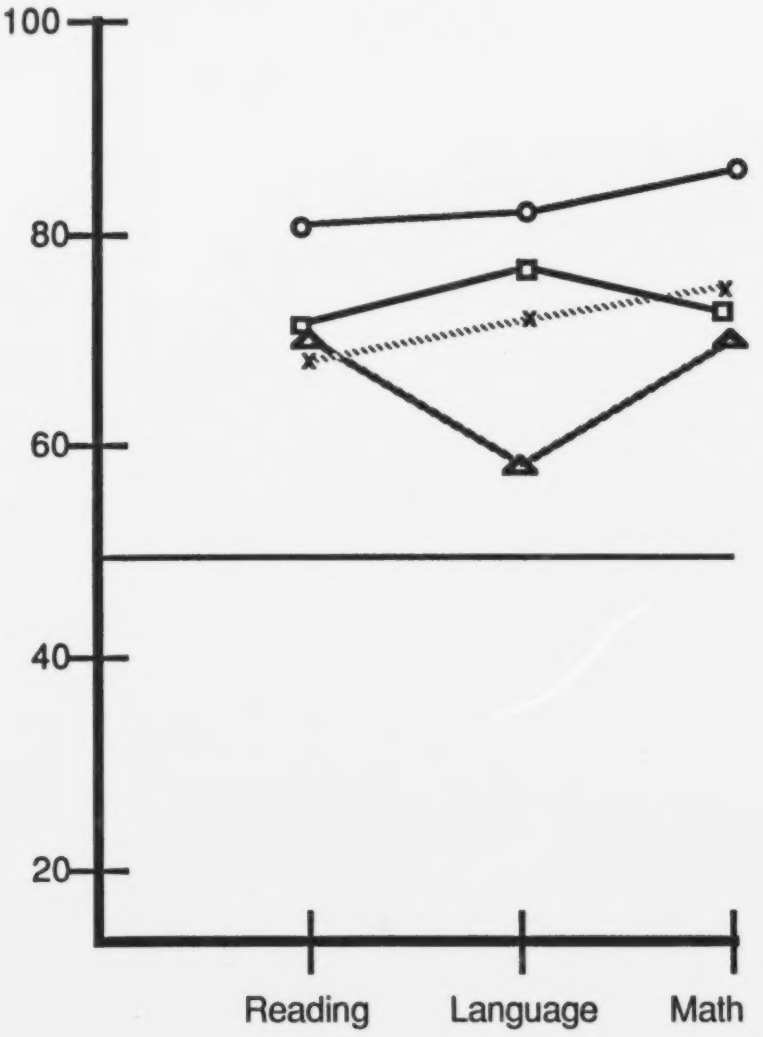
1984 1985

Sixth Grade



District

1982 1983



Westridge

1984 1985

CONCLUSIONS

In reaching conclusions from the data presented in the above tables and graphs it is important to remember several points. First, the Provo YRE experiment is in its first year. There will be expectations, problems and results in the first year which will not necessarily be representative of what will be the case in subsequent years. Second, much of the data we present is based on opinions of parents who are either in their first year of experience with the program or who have not yet actually experienced the program. These opinions are important. They are not permanent or stable. Many events can happen which will change these opinions. Some of these events may have little to do with the actual conducting of the YRE program. When an opinion changes it will effect how the rest of the elements of the YRE program are viewed. There appears to be a general positive or negative factor underlying the specific responses to the questions. That is, part of the positive response to many elements of the YRE program may be due to a general positive feeling toward the YRE program and/or the administrators and teachers involved. Similarly, part of the negative response to some of the specific items may be due to a minority of the patrons who were polled having a general, negative opinion of YRE. Our sense of the magnitude of the general positive factor to the general negative factor is that the positive outweighs the negative by a three-to-one margin.

Since we have reported the data in detail above we will not report data in the conclusions. Instead, we will make general statements which capture the general sense of the data. For specifics you will need to refer back to the data tables and graphs. The general conclusions reached are based on the data. We will avoid going beyond the data in our conclusions.

1. The district and building administrators involved with the implementation of YRE in the Provo district appear to have been successful in involving patrons in the planning and informational stages of the program at Westridge. The process was not as well-received at the Sunset View School. It is possible that the patrons were more difficult to deal with when the Sunset View program was being implemented because there had been more information, discussion, emotion and misinformation available in the community at large about the YRE program. In several instances the formal informational meetings held with the Sunset View patrons resulted in changes which could be seen as negative. In preparation for further implementation it appears wise to examine the experiences of the two fine administrators who have now implemented YRE in their schools. The great care and sensitivity shown by them has been valuable in creating a favorable climate for the experiment to work. Their efforts have been generally successful. In those specific cases where the patrons appear to be concerned about issues or problems about which more is known and what is known suggests that there is little reason to be concerned, perhaps something more can be done.

2. The parents of the Westridge students, who were in their first year of implementation reported positive perceptions of the YRE program's effects on all variables related to school performance. They feel that their students' attitudes toward school are more positive. They expect more learning. They report that they are more involved in their student's school work. They prefer having their student in a YRE program over a nine-month program. In all these cases the preference or perception was in favor of YRE more than 4 to 1 over a nine-month program.

3. The expectations of the Sunset View parents, who had not yet experienced the effects of YRE, were generally like the perceptions of the Westridge parents who had experienced YRE. In those cases where this was not true, the Sunset View parents' expectations were more negative than the experiences of the Westridge parents. The source of these more negative expectations is not clear. They do suggest that care is needed to ensure that the progress of the program is monitored, along with parent and student attitudes to stay aware of how the program is proceeding.

4. The parents of the Westridge students reported a number of problems and/or concerns with the program. These include problems with their children at home while their friends are in school, scheduling family vacations, securing babysitters, and participating in outside activities. Further examination of these problems through interviews with the case study families showed that most of the problems were not serious in terms of greatly bothering or effecting family life, goals or feelings toward the school. However, in some few cases the problems were severe. These few cases warrant serious consideration. School officials should do all they can to ameliorate problems. The efforts of the Provo school district to secure funding to study and resolve some of these problems is laudatory. It is expected that these efforts will prove a help in lessening the effects of these problems on family life.

5. The teachers at Westridge are very positive in their support of YRE. On every variable related to teaching skills, opportunities, and expected outcomes they indicated that they favor YRE over a traditional program. Also, and this is critically important in today's teacher crunch when many of the best teachers are leaving the classroom for other employment, they were very positive about the professional teaching aspects of YRE. They report that they feel more professional teaching under such a schedule. They favor the opportunity to earn more via their profession rather than taking other employment during the summers.

6. The teachers at Sunset View are also more favorable toward YRE than toward a nine-month schedule. They are less positive in their expectations than the Westridge teachers were in their perceptions. Still, they are positive. This gives hope that the experiment will begin at Sunset View under reasonably favorable conditions.

7. The cost analysis shows that YRE will save money for the district in two significant ways. First, there will be cost avoidance savings as the need for new classrooms and teachers will be reduced in the future as the same classrooms and teachers can be involved in teaching more students under a YRE program. Second, there will be cost savings with respect to the number and costs of support personnel and materials. These savings are available to utilize in benefitting the educational programs in the schools which are implementing YRE. It is our recommendation that these funds be used to enrich the educational programs at Westridge and Sunset View.

8. At the end of the first year there was little evidence that YRE led to significant positive gains or losses in achievement. The data show that the best characterization of the achievement data at this time is that the pattern of achievement for YRE in its first year fits right in with the solid achievement of students at the Westridge school before YRE was implemented. It is often believed and frequently shown that the achievement effects of YRE are accumulative. That is, they add up year after year until the gains noticed by the relatively insensitive standardized tests become statistically and educationally significant. We do not know what will happen in the future. It is best at this time to simply argue for the

continuation of YRE on the basis of parental and student perceptions of YRE as a positive experience in the main, the teacher's overwhelming support of it, its professional and financial benefits to teachers, its potential and real savings for tax payers, and the reasonable expectation that positive educational outcomes will also occur.

APPENDIX A

Year-Round Education at Westridge Elementary School

Parent Questionnaire

Thank you for your help. Your answers to this survey will be a key part of the study of the Year-round Education program (YRE) at Westridge Elementary School. The study results will be used to improve the YRE program at Westridge and to plan for other YRE programs in the district.

The questions are grouped into five topics, each dealing with a different part of YRE: (1) Program Start-up, (2) Benefits of YRE, (3) Effect of YRE on your family, (4) Overall Evaluation of YRE, and (5) Additional Comments.

Before completing the survey please read the enclosed description of the YRE program at Westridge.

Please complete the survey today. Use the enclosed pre-addressed, stamped envelope to mail you responses directly to the independent study staff. Your comments will be kept completely confidential; only the summarized responses from all parents will be reported to the school staff.

BEST COPY AVAILABLE

PROGRAM START-UP

1. What were your major sources of information about YRE before the program began? (such as: school newsletter, other parents, newspapers, neighborhood meetings, or none)

2. How satisfied were you with the information you received about YRE during its planning in terms of amount, detail, timing, and accuracy of information? (check one)

___not satisfied . . What should have been done (or be done now) to improve the situation?

___fairly satisfied

___very satisfied

3. How much have you been involved in the planning process for YRE at Westridge? (check one)

___not at all . . . . . (please go to question 4)

___slightly involved . . (please go to question 5)
___moderately involved. . (please go to question 5)
___very much involved . . (please go to question 5)

4. Why were you not involved in the planning process? (such as: not asked, asked but did not have the time) After answering this question, please go to question 6.

5. In what ways were you involved in the planning process? (What did you do? When? With whom?)

6. How satisfied were you with your involvement in the planning process? (check one)

___not satisfied
___fairly satisfied
___very satisfied

7. What should have been changed, or should now be changed, to provide you more satisfactory involvement in the planning process?

BENEFITS OF YRE

8. What benefits do your children at Westridge or your family receive from YRE?

9. What <u>disadvantages</u> or <u>problems</u> do your children or you have because of YRE?

10. Do students learn more or less under YRE as compared to a nine month schedule?

___more . . . Explain:
___less . . .

___no difference

11. Do students have a more or less positive attitude toward school under YRE as compared to a nine month schedule?

___more . . . Explain:
___less . . .

___no difference

12. In your experience, does YRE increase or decrease student absenteeism compared to a nine month schedule?

___increase . Why?
___decrease .

___no effect

13. Compared to a nine month schedule, does YRE increase or decrease <u>your</u> involvement in your student's work or in other school concerns?

___increase . Describe the difference:
___decrease .

___no effect

EFFECT OF YRE ON YOUR FAMILY

14. How many children do you have living at home?

_____ number of pre-school age
_____ number at Westridge
_____ number at another elementary school
_____ number in junior high
_____ number in high school

15. Has YRE caused you or your family any new problems in the following areas? (check all that apply)

___getting a baby-sitter to watch your children when they are not in school
___finding a good time to take family vacations
___getting your children on the track in YRE you want them on
___having your children home on vacation when their friends are in school
___having difficulties because some children are on a nine month schedule and others are on a YRE schedule
___conflicts between school schedule and scout camps, summer camps, or other outside school activities
___other--please describe:_____

16. How many adults live in your household, and how many are working during the day?

_____ number of adults
_____ number working during the day

17. Do you prefer to have your children at home on vacation for frequent, short periods of time (YRE) or for one long period of time (9 month schedule)?

___frequent, short vacations
___one long vacation
___no preference

18. Are there any changes in the YRE schedule that would make this program better for you or your children? (such as: having shorter or longer vacations, allowing some parents to pay an extra fee and have their children spend more days in school, providing greater flexibility in scheduling vacations)

OVERALL EVALUATION OF YRE

19. What questions or problems have come up since your children started YRE that have been resolved? (What were the questions or problems and how were they resolved?)

20. What questions or problems about YRE do you have that have not yet been resolved? (What are the questions or problems and what have you tried to resolve them?)

21. What is your overall evaluation of YRE?

___negative
___neutral or mixed
___moderately positive
___very positive
___I cannot say until I have more experience with the program

22. Please explain your reasons for the answer you gave to question 21.

23. Other things being equal, would you prefer to have your children in a YRE school or a nine month school?

___YRE school
___nine month school
___no preference

ATTITUDE TOWARD YEAR-ROUND SCHOOLS

DIRECTIONS: Read each statement and determine to what extent you agree or disagree with the idea expressed. Circle the number at the right of each statement which corresponds with your answer. Do not skip any of the statements.

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
1. I would avoid living in a district that had year-round schools.	1	2	3	4	5
2. Taxpayers should demand implementation of year-round schools.	1	2	3	4	5
3. I would support a one-year trial of year-round schools.	1	2	3	4	5
4. Educational quality is improved in year-round schools.	1	2	3	4	5
5. Year-round schools disrupt extracurricular activities.	1	2	3	4	5
6. In the long run, year-round schools will cost more than traditional schools.	1	2	3	4	5
7. I would not enjoy my school-age children having vacation periods throughout the year.	1	2	3	4	5
8. I would be willing to distribute fliers in favor of year-round schooling.	1	2	3	4	5
9. I would vote for year-round schools in my district.	1	2	3	4	5
10. I hope we are the next schools in our state to have year-round sessions.	1	2	3	4	5
11. If our school had year-round sessions, I would want to enroll my children in	1	2	3	4	5

12. I would attend meetings to work against year-round schools. 1 2 3 4

13. Year-round schools will infringe on my summer schedule. 1 2 3 4

14. Year-round school prevents summer boredom. 1 2 3 4

15. Year-round schooling makes maximum use of school facilities. 1 2 3 4

16. If the district wants to pilot test year-round schools they should do it on the other side of town. 1 2 3 4

17. Closing schools each summer is a waste of state resources. 1 2 3 4

18. Year-round schools will save tax dollars. 1 2 3 4

19. If given a choice, I would place my child in a year-round school. 1 2 3 4

20. My child will receive a better education in a year-round school. 1 2 3 4

21. I would be unhappy about changing my family's schedule to participate in a year-round school. 1 2 3

22. A year-round school operates more efficiently than a traditional school. 1 2 3 4

23. The disadvantages of year-round schools outweigh the benefits. 1 2 3

24. Year-round schooling minimizes the amount of learning loss that occurs during extended vacations. 1 2 3 4

25. Year-round schools benefit children with special instructional needs. If you agree this statement, please explain why and how. 1 2 3 4

ADDITIONAL COMMENTS

25. If YRE results in significant cost savings, what should be done with the money and who should be involved in the decision?

26. If YRE results in a cost savings, which of the following possible uses for the money would you most prefer? (check only one)

___reducing class size
___improving the physical education program
___improving the music program
___starting a foreign language program
___improving the reading and math programs
___increasing teacher's salaries
___other: _____

_____

27. What advice would you would give to parents in other schools that are adopting a YRE program?

28. If there are other issues you would like to discuss about YRE that are not adequately covered in the survey, please discuss them here.

THANK YOU

APPENDIX B

Year-Round Education at Sunset View Elementary School
Teacher Questionnaire

Thank you for your help. Your comments will be a key part of the evaluation of the Year-round Education program (YRE) in Provo City School District. The survey results will be reported to your school and the district staff to improve this and other YRE programs.

Survey questions are divided into six topics, each dealing with a different aspect of YRE: (1) Program Start-up, (2) Employment Conditions, (3) Instructional Process, (4) Benefits of YRE, (5) Overall Evaluation of YRE, and (6) Additional Comments.

Please complete the survey today. Use the enclosed pre-addressed, stamped envelope to mail you responses directly to the study staff. Every effort has been made to maintain the anonymity of your responses.

PROGRAM START-UP

1. What are your major sources of information about the YRE program for Sunset View? (e.g., principal, district publications, other teachers, newspapers, or none)

2. How satisfied are you with the information you receive about YRE in terms of amount, detail, timing, and accuracy of information? (check one)

___not satisfied . .
___fairly satisfied
___very satisfied

What should be done to improve the situation?

3. To what degree are you involved in the planning process for YRE at Sunset View? (check one)

___not at all . . . . . (please go to question 4)

___slightly involved . . (please go to question 5)
___moderately involved. . (please go to question 5)
___very much involved . . (please go to question 5)

4. Why are you <u>not</u> involved in the planning process? (e.g., not asked, asked but declined for lack of time) After answering this question, please go to question 6.

5. In what ways are you involved in the planning process? (What do you do? When? With whom?)

6. How satisfied are you with your level of involvement in the planning process? (check one)

___not satisfied
___fairly satisfied
___very satisfied

7. What should be changed to provide more satisfactory involvement in the planning process?

8. What specific aspects of your involvement in the planning process are most satisfactory to you?

9. Other comments or suggestions about the communication and planning involved in the start-up of YRE at Sunset View:

EMPLOYMENT CONDITIONS

10. What additional benefits, if any, do you expect to receive from participating in YRE?

11. What benefits, if any, do you expect to lose from participating in YRE?

12. Do you expect to have an extended contract for YRE (such as 225.5 days) or a regular contract (190.5 days)?

___extended to ____ days . . (please go to question 13)

___regular . . . . . (please go to question 15)
___haven't decided . . . . . (please go to question 15)

13. Will the extended contract resulted in a net increase or decrease in you annual income as compared to what you typically would have earned through other summer employment?

___decrease of $1,000 or more
___decrease of less than $1,000
___no difference
___increase of less than $1,000
___increase of $1,000 or more

___don't know yet

14. Do you expect YRE to increase or decrease teacher professionalism?

___increase . . Why?
___decrease . .

___no effect

___don't know

15. Do you expect YRE to increase or decrease teacher <u>absenteeism</u>?

___increase . . Why?
___decrease . .

___no effect

___don't know

16 Do you expect YRE to increase or decrease your preparation, homework, or administrative work load for a given week of teaching compared to the nine month schedule?

___increase
___decrease
___no difference

___don't know

17. Do you feel that YRE will interfere more with a teacher obtaining a higher education than a nine month schedule?

___yes
___no

___don't know

18. Other comments or suggestions about the employment conditions under YRE at Sunset View:

INSTRUCTIONAL PROCESS

19. In what ways do you expect YRE to influence the nature of your instructional activities?

20. Do you expect YRE to result in more or less tailoring (individualizing) of instruction for students than a nine month schedule?

___more
___less
___about the same

___don't know

21. Do you expect YRE to result in more or less variety in the instructional experiences than in a nine month schedule?

___more
___less
___about the same

___don't know

22. Do you expect YRE to result in more or less testing and tracking of individual student achievement than in a nine month schedule?

___more
___less
___about the same

___don't know

23. Compared to a nine month schedule, do you expect YRE to increase or decrease parental involvement in the student's work or in school concerns?

___increase
___decrease
___no effect

___don't know

24. Do you expect YRE to provide a framework which will encourage educational improvement more or less than a nine month schedule?

___more
___less
___about the same

___don't know

25. Other comments or suggestions about the instructional process under YRE at Sunset View:

BENEFITS OF YRE

26. What benefits do you expect students and their families to receive from YRE?

27. What disadvantages or problems do you expect they will experience with YRE?

28. Do you expect students to learn more or less under YRE as compared to a nine month schedule?

___more
___less
___no difference

___don't know

29. Do you expect students to have a more or less positive attitude toward school under YRE as compared to a nine month schedule?

___more positive
___less positive
___no difference

___don't know

30. Do you expect YRE to increase or decrease student absenteeism compared to a nine month schedule?

___increase
___decrease
___no effect

___don't know

31. Do you expect student discipline problems, vandalism and truancy to be greater or less under YRE than a nine month schedule?

___greater
___less
___no difference

___don't know

32. Other comments about the expected student or family benefits from YRE:

OVERALL EVALUATION OF YRE

33. What questions or concerns about the value or operation of YRE do you have that have not yet been answered?

34. From what you know, what is your overall evaluation of YRE as an educational program?

___negative, harmful or not enough benefits for the effort
___neutral or mixed
___positive but not more so than other possible programs
___very positive, larger benefits (or greater cost savings for the same benefits) than almost any other program of which I am aware

___I cannot say until I have more experience with the program

35. Other things being equal, would you prefer to teach under a YRE schedule or a nine month schedule?

___YRE schedule
___nine month schedule

___don't know

36. Other comments about the overall evaluation of YRE:

ADDITIONAL COMMENTS

37. If YRE results in significant cost savings, what should be done with the money and who should be involved in the decision?

38. What advice would you would give to other schools that are adopting a YRE program?

39. If there are other issues you would like to discuss about YRE that are not adequately covered in the survey, please discuss them here.

THANK YOU

APPENDIX C

Cost-Effectiveness of YRE

presented to

Provo School District

presented by

Wasatch Institute for Research and Evaluation

June, 1985

Cost-Effectiveness of YRE

Most statements asserting the superiority of YRE over a nine month schedule include the claim that YRE costs less per pupil for a year of schooling. Some of the primary reasons cited for instituting YRE in the Provo School District are economy of operation and efficiency in utilizing existing facilities. This report examines the evidence regarding these claims.

The report documents the costs per pupil for the nine month schedule and the Year Round Education schedule (YRE) as planned and practiced in the Provo School District. The YRE program now implemented at Westridge Elementary School and the nine month schedule that was in place at Westridge in prior years were used as the basis for the analysis.

It was found that substantial savings result from YRE both because of more efficient utilization of existing facilities and because of lower personnel and operating costs. If the assumptions for this analysis are correct, then YRE represents a significant program for reducing costs and redirecting resources to improve the quality of education in Provo School District.

Cost-Effectiveness Analysis

Since the YRE and the nine month scheduling programs involve differences in both the amount of resources used and the number of pupils served in a given year, the cost per pupil for the two programs was selected to give an even basis of comparison. Cost

per pupil make it easier to compare the two programs at the school level or at the multi school level.

Because the evaluation is designed to guide future decisions about scheduling students, it is important to remember that any statements about the cost of the two programs involve uncertainty. It is not possible to precisely predict next years costs for a given program based on last years costs. Personnel changes, differences in the weather, gains in efficiency based on greater experience, inflation, etc. all potentially can change the costs from year to year.

Even though it is hard to precisely predict future costs, future costs are the only costs of interest when choosing between the two scheduling programs. The future program is the only one that we could change. To help us cope with the uncertainty in predicting future costs we have produced a range of estimated costs. The estimates range from costs under optimistic to typical to pessimistic conditions. With the different estimates we can examine the sensitivity of the analysis to possible changes in any given cost. The overall pattern of comparisons under different assumed conditions should be more interesting than any one dollar figure in the analysis.

Student Enrollment for YRE and Nine Month

In this analysis we are concerned with the number of children educated per year in a given school or in a given number of schools. To determine the number of children served

annually, we used Westridge's planned capacity for the typical conditions for both programs. This means that 722 students would be served in a given year under the nine month schedule and 963 would be served per year under YRE.

To obtain the optimistic enrollment figures for the nine month and YRE programs, the typical enrollment was increased by 29 students in the 1-6 range and 26 in kindergarten. (This is an optimistic condition from a cost analysis perspective because the same facility would be serving more students, and therefore the cost per student would be less. "Optimistic" means lower cost per student. It does not necessarily mean that desirable conditions exist from the teachers', parents', or students' perspective.)

The pessimistic figures were obtained by applying the opposite process as the optimistic condition. Student enrollment was decreased from the typical condition by 29 in the 1-6 range and 26 in kindergarten.

Costs

To facilitate the comparison of the two programs, only those cost categories that might show differences between the programs on a per pupil basis were considered. Costs that are fixed to the pupil head count would not make any difference between the two programs and were not considered.

Costs that would remain constant per pupil. Teacher salary is an example of a cost that would remain constant per pupil.

Assuming that most classes will be filled to capacity or near capacity, as did occur at Westridge under both programs, teacher salary does not change the per pupil costs under the two programs. Many educational supplies are assigned on a per pupil basis, and therefore would not change under the two programs. Costs such as these were not included in the analysis.

Costs that would change under the two programs. The costs that might change under the two programs were divided into three basic categories: capitol building costs; labor related costs; and maintenance and operation costs (M&O). The sub-categories of costs under each of these divisions are listed below.

Building costs

- Construction price of a Westridge like school
- Land price for 10 acres
- Interest on the bond for 10 years

Labor related costs

- Administrative
- Health costs
- Custodial service
- Secretarial
- Media center
- Extended contract
- Substitute teachers
- Recreation coordinator

Maintenance and Operation

Utilities

Transportation

Media equipment

Methods for obtaining cost data. The actual cost records for the Westridge Elementary School under the nine month and YRE programs were examined. Other costs not available specifically for Westridge were obtained from typical district costs for other similar schools. Once draft figures for typical, optimistic, and pessimistic costs were obtained they were reviewed by the principal at Westridge and other district personnel. The Provo City Engineer was consulted regarding the utility costs. Both the actual cost figures and the assumptions for generating them were reviewed.

Cost-effectiveness ratios. The total annual cost for the nine month program and the YRE program was obtained for one school (Westridge under the two programs) and for multiple elementary schools. In the multiple school analysis it was computed that four nine month schools would be needed to serve the same number of students as would be served by three YRE schools. For both the single school comparison and the multiple school comparisons, the optimistic, typical and pessimistic cost estimates were obtained.

Once the total annual cost was obtained for both programs, this total was divided by the number of students to be served per year under each condition. This provided a ratio of the cost of

educating a student under each of the programs. Everything else being equal, the program with the lower cost-effectiveness ratio would be the better program.

Findings From the Analysis

When the cost-effectiveness ratios are examined for the one school comparison or the multi school comparison, **all of the YRE ratios are lower than any of the nine month ratios.**

For the typical cost estimates in comparing single schools, the YRE program cost $323 per student, the nine month program cost $433 per student. The difference between the two programs is $110 per student per year. In a YRE school serving 963 students this results in an annual savings or cost avoidance of $105,930. See Table 1 for the cost analysis breakdown.

The cost analysis not only indicates the aggregate difference in cost between the two programs, it provides information on the source of the cost difference. Knowing the source of cost difference can aid administrators in judging the impact of cost differences on other possible decisions about YRE schools.

Over half of the difference in the cost of the two programs, $57, is cost avoidance resulting from not having to build a new elementary school to service the greater number of students served by the YRE school. Cost avoidance provides a real benefit to the taxpayers served by the Provo School District, but cost avoidance does not typically represent a resource that the District can chose to spend for other educational purposes. The

financing for a new building is not typically arranged for until after the decision to build is made. Therefore, if a school is not built, this financing cannot be redirected to some other educational purpose.

The remaining difference of $53 per pupil, however, represents real savings from lower per pupil personnel costs and M&O costs. These are costs that would normally be budgeted to serve these students. These cost savings could be used for some other educational purpose to benefit the students in the YRE program. In discussions about the YRE program the Provo District has indicated a willingness to try to return some of the savings to the YRE schools for educational purposes if the YRE program results in cost savings. This analysis suggests that under typical conditions $51,039 could be considered for return to the YRE school for other educational purposes.

When the assumptions for producing the cost estimates are changed to optimistic or pessimistic conditions, the amount of the difference between programs changes, but the difference always favors the YRE program. Under optimistic conditions, the difference between the programs is $89; under pessimistic conditions it is $141. Even when the optimistic estimates for the nine month schedule are compared against the pessimistic estimates for YRE, YRE still costs $38 less per pupil than the nine month program.

The comparisons for the multi school analysis yield very similar results as the first analysis. The size of the

difference between programs is about 13% smaller for the multi school analysis. However, when three YRE schools are compared to four nine month schools, YRE is still clearly the more cost-effective option. Under typical condition estimates the difference between programs is $96 per student, under optimistic it is $77, and under pessimistic it is $122. For the number of students in the four YRE schools the projected annual savings would be $277,344 for the typical condition. See Table 2 for the full summary of costs.

Conclusions

YRE is more cost-effective. YRE is projected to be the more cost-effective option in scheduling students in the Provo School District. Under typical conditions the program will result in substantial cost avoidance and cost savings. At the single building level YRE is projected to avoid or save about $105,000 per year. If three elementary schools were changed to YRE the difference is estimated to be about $277,000.

The savings are due both to cost avoidance because fewer buildings are needed and because the per pupil personnel, maintenance and operation costs are lower. The cost avoidance from not building more elementary schools will benefit the taxpayers of the district. This avoidance, however, is not available in the district budget to benefit the students in YRE schools. But, it seems possible and desirable for the district to return some of the cost savings to the YRE schools for

educational improvement programs. Providing greater educational resources from the cost savings will benefit the students and encourage teachers to continue to make YRE a valuable part of the school program.

YRE and other scheduling strategies. As described above, the reduced cost for YRE results partially because more students use a given classroom in a year. The savings resulting from fuller utilization of facilities may result from other possible scheduling strategies, such as split scheduling of classes. When more students use a given classroom because of any scheduling strategy, such as YRE or split scheduling, cost avoidance will result. This part of the cost analysis assumes that the enrollment in an attendance area loads the school to near capacity, the enrollment is growing, and the district will need to build more schools if a scheduling strategy does not relieve the growth problem. Of course, if enrollment continues to grow, a scheduling strategy will only delay the need to build new facilities; additional facilities would eventually need to be built in response to continued growth.

The cost savings for YRE, however, do not result only because the facilities are utilized more efficiently. Some of the cost savings for YRE, such as the savings resulting from extending teacher contracts over more days in a year, are more specific to the YRE concept. Other scheduling strategies, such as split schedules, may not have similar cost savings associated with them.

These costs for maintenance and operation are an important part of the YRE cost savings, amounting to just under half of the total amount saved. What is more, these are true savings, since they mostly represent costs that are already budgeted for the nine month schedule. Furthermore, it seems possible that these maintenance and operation savings could be used to improve the quality of education for the students. It may not be possible to provide similar savings under other scheduling strategies.

Table 1.

YRE and Nine Month Costs for One Elementary School

VARIABLES	--- Nine Month Program ---			----- Y R E Program -----		
	Optimist	Typical	Pessimist	Optimist	Typical	Pessimist
ANNUAL ENROLLMENT						
Grades 1-6	551	522	493	754	725	696
Kindergarten	130	104	78	156	130	104
Sp. Ed. 1-6	72	72	72	84	84	84
Sp. Ed. Kinder.	24	24	24	24	24	24
Total Enrollment	777	722	667	1,018	963	908
NEW BUILDING COST						
40 yr bldg, land	36,636	40,983	49,676	0	0	0
LABOR COST						
Administrative	27,123	32,213	37,304	28,602	33,970	39,338
Health Insurance	70,920	68,950	66,980	80,770	78,800	76,830
Custodial Service	30,499	30,499	30,499	31,841	31,841	31,841
Secretarial	19,771	19,771	19,771	35,997	35,997	35,997
Media Center	30,988	30,988	30,988	37,517	37,517	37,517
Extended Contract	22,500	22,500	22,500	18,000	18,000	18,000
Substitute Teach	5,144	5,427	5,790	2,794	2,948	3,168
Rec. Coordinator	0	0	0	7,000	7,000	7,000
Subtotal Labor	206,945	210,348	213,832	242,521	246,073	249,691
M & O COST						
Utilities	35,985	39,984	43,982	37,672	41,808	45,989
Transportation	20,760	20,160	19,560	24,115	23,515	22,915
Media Equipment	959	1,065	1,183	0	0	0
Subtotal M&O	57,704	61,209	64,725	61,787	65,323	68,904
TOTAL COST	301,285	312,540	328,233	304,308	311,396	318,595
COST PER PUPIL						
Building Cost	47	57	74	0	0	0
Labor + M&O cost	341	376	418	299	323	351
Total cost	388	433	492	299	323	351

Table 2.

YRE and Nine Month Costs with Similar Numbers of Students

VARIABLES	---- Nine Month Program (4 Schools) ----			----- Y R E Program (3 Schools) -----		
	Optimist	Typical	Pessimist	Optimist	Typical	Pessimist
ANNUAL ENROLLMENT						
Grades 1-6	2,204	2,088	1,972	2,262	2,175	2,088
Kindergarten	520	416	312	468	390	312
Sp. Ed. 1-6	288	288	288	252	252	252
Sp. Ed. Kinder.	96	96	96	72	72	72
Total Enrollment	3,108	2,888	2,668	3,054	2,889	2,724
NEW BUILDING COST						
40 yr bldg	109,908	122,949	149,028	0	0	0
LABOR COST						
Administrative	108,492	128,852	149,216	85,806	101,910	118,014
Health Insur.	283,680	275,800	267,920	242,310	236,400	230,490
Custodial Serv.	121,996	121,996	121,996	95,523	95,523	95,523
Secretarial	79,084	79,084	79,084	107,999	107,999	107,999
Media Center	123,952	123,952	123,952	112,551	112,551	112,551
Extended Cont.	90,000	90,000	90,000	54,000	54,000	54,000
Substitutes	20,576	21,708	23,160	8,382	8,844	9,504
Rec. Coord.	0	0	0	21,000	21,000	21,000
Subtotal Labor	827,780	841,392	855,328	727,571	738,227	749,081
M & O COST						
Utilities	143,940	159,936	175,928	113,016	125,424	137,967
Transportation	83,040	80,640	78,240	72,345	70,545	68,745
Media Equipment	3,836	4,260	4,732	0	0	0
Subtotal M&O	230,816	244,836	258,900	185,361	195,969	206,712
TOTAL COST	1,168,504	1,209,177	1,263,256	912,932	934,196	955,793
COST PER PUPIL						
Building Cost	35	43	56	0	0	0
Labor + M&O cost	341	376	418	299	323	351
Total cost	376	419	473	299	323	351

Line by Line Explanations of the Figures in the Summary Tables

ANNUAL ENROLLMENT

As a nine month school, the formula used to figure student enrollment is based on the number of students (722) the building is designed to accommodate. In 1983-1984, the building was overloaded intentionally in order to prepare for the YRE program. The following information describes the capacity of the building in a nine month program based upon the district's ADM.

Regular 1-6 students: 18 classrooms	
ADM 29 students/classroom	522
Kindergarten: 2 classrooms/4 sessions	
ADM 26 students/session	104
Sp. Ed. Kindergarten: 1 classroom/2 sessions	
ADM 12 students/classroom	24
Sp. Ed. 1-6: 6 classrooms	
ADM 12 students/classroom	72
TOTAL.....	722

As a YRE school, the formula used to figure enrollment is based on the number of students (963) the school can accommodate by being able to rotate classrooms/student schedules thus allowing a sharing of facilities in the non-extended grades and extended grade programs. The following information describes the capacity of the building in the YRE program by utilizing the specified district ADM.

Regular 1-6 students: 25 classrooms	
ADM 29 students/classroom	725
Kindergarten: 3 classrooms/5 sessions	
ADM 26 students/session	130
Sp. Ed. Kindergarten: 1 classroom/2 sessions	
ADM 12 students/session	24
Sp. Ed. 1-6: 7 classrooms	
ADM 12 students/classroom	84
TOTAL.....	963

The optimistic nine month and YRE enrollment is arrived at by adding 29 more students in the 1-6 program and by adding 26 more kindergarten students. These figures also would mean the addition of a 1-6 teacher and the addition of a half time kindergarten teacher. The pessimistic nine month and YRE enrollment is arrived at by using the opposite procedure. This is a loss of 29 1-6 students and 26 kindergarten students. This would also mean the loss of a 1-6 teacher and the half time kindergarten teacher.

The special education enrollments stay constant for the two programs because of Westridge being a magnet school for the district and because of the legal restrictions on the size of special education classes.

NEW BUILDING COST

The figures used for this work sheet are averages for a typical Westridge like building: $3,000,000 for a new building, including construction costs and the other start-up costs, $30,000/acre for land, and an 8% interest rate for a 10 year period for the bonds. These figures were provided by the Provo School District.

Following are the ranges of figures that are used on the cost sheet.

	OPTIMISTIC	AVERAGE	PESSIMISTIC
Complete Costs:			
Building construction	$2,750,000	3,000,000	3,250,000
Land purchase (10 acres)	200,000	300,000	750,000
Interest (10 years)	1,446,360	1,617,964	1,961,170
TOTAL.....	4,396,360	4,917,964	5,961,170

These figures were then amortized over a 40 year period to arrive at the figures shown on the cost sheet.

LABOR COST: Administrative

To compare administrative expenses, it is necessary to look at the Provo model of YRE administration. To decide on the figure to be used for the administrative salary, it was necessary to use the figure that Provo will be using for the YRE administrative salaries in the future. Provo will be using the junior high pay scale to determine the salaries of their YRE school administrators. Also, the Provo YRE model does not call for the hiring of assistant principals but rather the use of a facilitator and career ladder teacher leaders to aid in development, implementation and leadership regarding curriculum and instruction. Also, the Provo model calls for additional secretarial help to aid the principal in the management of the school. In Provo, the administrators, whether directing a nine month program or a YRE program, receive a 12 month contract.

	Optimistic	TYPICAL	PESSIMISTIC
nine month:	27,123	32,213	37,304
YRE:	28,602	33,970	39,338

LABOR COST: Health Insurance

Health insurance in the Provo School District costs $1970 per employee. The number of employees receiving health insurance under the nine month schedule are:

	OPTIMISTIC	TYPICAL	PESSIMISTIC
teachers	19	18	17
staff	10	10	10
sp. ed.	6	6	6
sp. ed. kinder.	1	1	1
TOTAL.....	36	35	34

The average column figure comes from having 3 teachers per grade level with the district's ADM of 29 students per classroom for grades 1-6, 26 students per classroom for kindergarten, 12 students per classroom for special education 1-6, and 12 students per classroom for special education kindergarten. The other figures come from the addition or subtraction of one classroom. The staff remains constant. This group includes administrative, secretarial, media, custodian, and the six lunch workers. For the special education, the figure of six comes from the servicing for 72 students at twelve students per classroom. The special education program is a magnet program for the district. Therefore, this enrollment figure will remain constant. The special education kindergarten comes from one teacher handling two sessions per day. It is not anticipated that there will be any change in this figure.

Health costs for the YRE:

	OPTIMISTIC	TYPICAL	PESSIMISTIC
teachers	26(24)	25(23)	24(22)
staff	10	10	10
sp. ed.	7(6)	7(6)	7(6)
sp. ed. kinder.	1	1	1
TOTAL 41		40	39

The figures in brackets are the actual figures for this years program. Although 25 classes, for example, are needed, because of extended contracts, 23 teachers can carry the load. The special education teachers, 1-6, have 84 students, shared by 6 teachers with one of these teachers as a full-time roving teacher replacement.

LABOR COST: Custodial Service

In the nine month elementary programs the custodial services in the Provo School District are provided for by the hiring of full-time custodians aided by the hiring of part-time cleaner workers for work after school and in the summer. There is really no difference in the amount of service now provided for the YRE school. The school had previously been "deep-cleaned" once a year. This is still the pattern. Now, instead of occurring during the summer, it occurs on the weekends, at Christmas break and during the break in the summer. The custodial supplies and equipment needs are based on the number of students in the school. Therefore, there are no savings nor expenses in this area. However, there are some savings in the fringe benefits for the full-time custodian.

Daily cleaning/summer deep cleaning. The money allowed for this is the same for the nine month as for the YRE: $12,730.

Full-time custodial help. Full-time custodial costs will remain equivalent since the custodian is on a 12 month contract. There are savings however because of the number of students served. The salary of the custodian is $16,000.

Noon hour custodial. The noon hour custodial time was increased from 2 hours per day to 2.5 hours per day. The days were increased from 180 to 237.

180*2 hr.*$3.35/hour = $1206 for the nine month
237*2.5 hr.*$3.35/hour = $1985 for the YRE

Christmas vacation cleaning. The cost of cleaning during Christmas is the same for a nine month and a YRE school. The costs are $563.00.

July cleaning. There is an increase in the area of one week of cleaning during the month of July. This is the time to shampoo the carpets, etc. This is at a cost of $563.00.

Custodial summary:

	nine month	YRE
summer and deep cleaning	$12,730	$12,730
custodian	16,000	16,000
noon hour custodial	1,206	1,985
Christmas cleaning	563	563
July cleaning	0	563
Total.....	$30,499	$31,841

LABOR COST: Secretarial

The Provo model for the YRE calls for more help in the form of secretarial aid for the management of the clerical tasks of the school. More secretarial help was needed to meet these goals.

9 month:	elementary secretary	
	200 days * 7.5 hours/day * $8.06=	$12,090
	receptionist	
	185 days * 6.0 hours/day * $6.92=	$ 7,681
	Total.....	$19,771
YRE:	elementary secretary	
	242 days * 8.0 hours/day * $8.06=	$15,604
	lunch secretary	
	227 days * 4.0 hours/day * $6.92=	$ 6,283
	receptionist/typist	
	227 days * 6.0 hours/day * $5.18=	$ 7,055
	office-workroom aid	
	227 days * 6.0 hours/day * $5.18=	$ 7,055
	Total.....	$35,997

LABOR COST: Media Center

In the Provo model for a school the size of Westridge, the full-time coordinator is assisted by a 180 day, 3 hour per day aide. In the YRE school, the full-time coordinator is contracted for 211 instructional days, assisted by a 210 day, 6 hours per day library aide.

9 month:	coordinator	$28,275
	aide	$ 2,722
	Total.....	$30,988
YRE:	coordinator	$31,169
	aide	$ 6,350
	Total.....	$37,517

LABOR COST: Extended Contract

There are additional savings in the YRE model in the form of extended contracts. These extended contracts are in place in the fourth and sixth grades. Also, in the special education classes, six teachers are carrying the load of seven classrooms. Following are costs for a nine month school for 15 teachers versus 12 teachers utilizing an extended contract model. This will give a comparison of the costs of the regular versus extended contract when comparing equal number of students served.

	nine month	YRE
Career ladder days	9.5 * 15= 142.5	9.5 * 12= 114.0
Teacher Institute	1.0 * 15= 15.0	1.0 * 12= 12.0
SEP (state allotted)	2.0 * 15= 30.0	2.0 * 12= 24.0
TOTAL.....	187.5	150.0

$120 per day is the average salary in the Provo School District.

$120 * 187.5= $22,500 $120 * 150= $18,000

<u>Teacher substitutes for illness</u>. Because the year is not complete, it will be necessary to project this year's use of substitutes. In the previous year, 167 days of substitute time were paid for: 18.56 days per month. Currently, the rate for this year is 7.56 days per month. If this were put in a cost for substitutes, the following would be the results:

nine month	167 days at $32.50/day= $5,427
YRE	91 days at $32.50/day= $2,948

The accuracy of the assumptions for these costs need to be checked further against district figures which will be available at the end of this first YRE year.

The optimistic and pessimistic ranges are derived by adding or subtracting 10% from the corresponding typical figure.

M & O COST: Transportation

The Westridge School is heavily involved with pupil transportation. YRE in Provo has incurred additional busing costs beyond those which would have been required if all eligible students were bused during a traditional school year.

A capacity load for a bus run is 84 riders. If Westridge were a nine month school this year, it is estimated that the bus runs would have near capacity loads. Westridge would need four buses to carry its pupils from their homes to the school. In the YRE school, four buses are still needed but the buses are not at capacity because of the 12 months needed to transport the students. The buses area currently carrying 70 students or 14 students below capacity per bus per day for a total of 56 rides less than the capacity of the busses.

The Provo District estimates that it costs $59.92 per bus per student each year to cover the expense of the transportation program. With 56 fewer riders per day, it cost the district $3355.52 more per year to transport the students.

The figures used in the average columns are derived by multiplying the number of students served by the $60.00 that the district says it costs for each student. The other figures in the ranges are obtained by adding or subtracting 10% from the average columns.

M & O COSTS: Utilities at Westridge

The biggest question concerning the actual physical plant in a YRE program is the cost efficiency of the heating-cooling system. Most often it is believed that it is too expensive to air-condition the physical plant. Westridge is a new (1981) building and some of the costs and savings which apply to the Westridge plant may not apply elsewhere.

Westridge is an all-electric building. In Provo, there are two separate charges for electricity. The first is the actual number of kilowatts used. This is usually the least expensive part of the bill. The most costly part of the bill is the demand. Demand is figured as the peak usage for any 20 minute period of the month. The multiplier for the Westridge School is 240. The cost for the kilowatts figured from the demand * the multiplier is over $5.00 per kilowatt hour. Following is a chart comparing the various months and the Westridge building's demand for the month and also the kilowatt usage.

	1983		1984		1985	
Jan			2.32	12,000	2.20	93,360
Feb			2.35	143,000	2.16	79,200
Mar	.		2.16	76,560	2.11	63,120
Apr			1.68	54,480	2.19	49,680
May	1.88	38,880	1.45	35,040		
Jun	.69	18,960	1.42	22,080		
Jul	1.96	15,360	1.68	64,320		
Aug	1.63	38,640	1.74	65,040		
Sep	1.69	50,400	1.58	43,200		
Oct	1.39	54,240	1.31	44,160		
Nov	2.15	59,760	2.31	64,080		
Dec	2.22	76,560	2.39	72,240		

The formula for billing in Provo is as follows:

1. Demand * 240 - 25 * $5.10= the demand portion of the bill.
2. The first 1500 kilowatt hours * $.04292.
3. The next 2300 kilowatt hours * $.03031.
4. The remaining kilowatt hours * $.02171.
5. Add the amounts to find out the $$ billing.

Following are corresponding time segments of the nine month program and YRE program and comparative utilities costs.

Time frame	demand kilowatt		$demand	$kilowatt	TOTAL
May 1983-Apr 1984	1.84	53,240	$2,125	$1,207	$3,332
May 1984-Apr 1985	1.88	57,960	$2,173	$1,310	$3,484
1983 9 month summer					
June, July, August	1.43	30,960	$1,623	$ 724	$2,347
1984 YRE summer					
June, July, August	1.63	50,480	$1,868	$1,148	$3,016
Sept-May 1984					
other 9 months	1.98	62,880	$2,296	$1,417	$3,713
Sept-May 1985					
other 9 months	1.97	60,453	$2,284	$1,364	$3,648

To arrive at the figure used on the cost sheet, the May 1983-Apr 1984 and the May 1984-Apr 1985 averages were used, multiplied by the 12 months.

M & O COSTS: Media Equipment

The extended use of the equipment in the building by housing more students and the utilization of extended classrooms, bring about additional savings involving the use of media equipment.

Following is a list of equipment needed for individual classrooms.

record player	$190
cassette player	95
filmstrip projector	105
8 headphones	110
extension cord	5
globe	65
screen	50
maps	150
miscellaneous	160

TOTAL.....$930 per classroom

Following is a list of equipment needed for communities of grade levels.

overhead	$140
key piano	230
rhythm instruments	100
television and cart	512
equipment cart	110
book cart	80
computer	1200
language master	120

TOTAL.....$2492 per community

The YRE model allows the multiple use of classrooms. To house the additional classes, no extra rooms are needed. Besides the use of classrooms, the YRE allows the multiple use of equipment. It is planned that at least six additional classes will use the Westridge building and equipment without additional expense. This is a savings of $930 * 6 classrooms= $5,580 for individual classes and a savings of $2,492 * 2 additional communities of 3 classes each= $4,984. This is a total savings of $10,564. It is estimated that the equipment will last ten years.

Therefore, it would cost 10% of the $10,564/year to equip the same number of students in a nine month setting. The figures in the average column comes from this information. The other figures are obtained by adding or subtracting 10% per year.

O & M COSTS: Recreation Coordinator

The YRE model has intermittent vacation breaks throughout the school year. The Provo School District employed a Recreation Education BYU intern in order to develop educational and recreational opportunities during these vacation breaks. This past year, Provo City participated in the cost of the intern at the rate of 50% of the salary. This next year, Provo City will not be participating. The cost of the program will increase to $14,000/year. This cost will be split with the other YRE school in Provo. The cost to Westridge will be $7,000.

APPENDIX E

YEAR-ROUND EDUCATION
CASE STUDIES

Prepared for Inclusion in an
Evaluation Report
Prepared by the
Wasatch Institute for Research and Evaluation

As part of the evaluation of the Year-Round Education (YRE) project in Provo School District, 20 case studies of families in the district were conducted. This sub-report summarizes the purposes for the case studies, the questions addressed by them, the methods used, and the sample selected. The personnel who conducted the case studies and their pre-dispositions toward YRE are described briefly to give the reader a contextual framework for interpretting the reports. Finally, a summary of results across the 20 case studies is presented; the individual case study reports are included in the appendices to the complete report.

Background

Purpose and Questions

As was stated in the evaluation proposal, case studies were included in the design to "provide deep insight into what actually happens to children and their families when they become involved in an innovative program with the degree of change that YRE may require in their lives." It was assumed that in addition to gathering a wide sampling of parents' and teachers' responses to a set of pre-determined issues on questionnaires and through interviews, it would be useful to study just a few families in depth. The intent was to encourage these families to help define the evaluation issues of importance to them rather than require them to respond to a pre-determined set of issues. Therefore, the following list of very general questions formed the basis for interviews with the parents and children in the case study sample (of course there were several probing questions asked to help the interviewers understand the interviewees' responses):

1. What did (do) you know and expect about YRE before you became involved?

2. Summarize your family's experience so far with YRE.

3. What benefits have come or do you think will come to your family through participation in YRE?

4. What problems have come or do you think will come to your family through participation in YRE?

As these questions indicate, the interviews were designed to solicit fairly detailed descriptions of the families' experiences as well as their evaluative responses to those experiences. After they had an opportunity to respond to these issues in their own terms, the questionnaires which were administered to parents more generally were given to these parents. Their reponses to these pre-set questions provided some stimulus for further discussion.

Method, Sample, and Personnel

The mode of inquiry used was the case study. The intent of this method is to understand contextual details in the language and from the perspective of the persons under study. Rather than ask respondents to rate themselves on pre-defined scales and to answer only the questions deemed important by the evaluators, the case study allows those being studied to define the issues somewhat. Hence, the issues can be explored more deeply and with more contextual richness. However, depth precludes much breadth and hence the sample size must be small.

In this instance, it was decided that only 20 case studies could be done with the available funds. To get the most for the money, 15 of these studies were done with families who's children had participated in YRE at Westridge. The other 5 were with families who's children will participate in YRE next year at Sunset View. Sub-strata within the two schools were also included in the sampling plan.

Three families from each of five tracks (using school records) at Westridge were randomly selected and included. Both families which were actively involved and some which were not very involved in planning for YRE at Sunset View were also included to provide contrasting perspectives.

The case studies were conducted by a professor and seven graduate students. The graduate students had all successfully completed a course in naturalistic case study methodology offered by the professor. In addition, the professor gave them specific guidelines for conducting these case studies, based on his experience with one of the first cases completed.

Before they completed the case studies, the professor and graduate students recorded their feelings regarding YRE in writing. They did this to clarify any biases and predispositions they might have had at the outset. Basically, they knew very little about YRE. None of them had any personal experience with it either as students, parents or teachers. Three of the eight live in the Provo district and have children who could eventually attend a YRE school.

One was a teacher in another state at a school which switched from YRE to a nine month schedule. He reported that the students there complained that they wanted the YRE schedule back. Because of that experience, he was positively disposed toward the idea. Of the other seven, three initially had a positive response to the idea, with some skepticism about the claims being made for it in the press. The remaining four initially had negative responses, imagining that children and families would miss the freedom of three months without school schedules. But all of these evaluators claimed they were interested in learning how people experienced YRE and reacted to it. They looked at this study as a potential learning experience.

Results

This section is divided in two: Westridge and Sunset View. The parents in the Westridge sample had been experiencing YRE for several months while the Sunset View families were still in the planning stages at the time of this evaluation (February and March, 1985). The reader should refer to the appendices to review the actual case studies upon which these summaries are based.

Westridge

Fifteen case studies were conducted with families who's children attend Westridge. This summary of those studies is organized around the following categories: 1) descriptions of the families and their schedules, 2) activities and expectations before they began YRE, 3) overviews of their experiences so far, 4) benefits they have found, and 5) problems they have encountered.

The families. There were three families in each of the four tracks and three other families with children in mixed tracks. The families in Track A (Cases 1-3) had 5th, 3rd and 1st graders. Those in Track B (Cases 4-6) had 6th, 4th, 2nd, and kindergartners (one of the children was in a self-contained special education class). The Track C families (Cases 7-9) had children in 6th and 2nd grades. Track D families (Cases 10-12) had children in 6th, 4th, 3rd, and 2nd grades. The remaining families (Cases 13-15) with children on different tracks (mixed) represented all grades but 4th. Two of these families had children inspecial education classes. Thirty different children at Westridge were included in the sample of 15 families.

About half the families reported that both parents work. About 60% are LDS and all the families would be characterized at a middle level on most socio-economic scales. More detailed descriptions of various characteristics of the sampled families are in the individual case studies reported in the appendices.

Before YRE. In this section, the involvement of the sampled families in the planning of YRE and preparations for the experience are summarized. Their expectations of the benefits, possible problems and what the experience would entail are also noted.

Three of the 15 were quite heavily involved in planning and preparing for the implementation of YRE at Westridge. That is, they were members of parent advisory committees which were involved by the school administration in hearing reports, debating processes and lending public support. The majority (8 of 15) of the parents attended meetings in which they were informed of the schools plans, were invited to ask questions and make suggestions, and voted. The remaining four parents essentially did not participate in planning at all. They were simply informed that the school was going with YRE and they had an opportunity to participate of take their children elsewhere.

Although nearly all the families had some concerns going into the experience, they were all more positive than negative in their expectations. This was to be expected given the fact that those who were most negative probably opted to transfer their children before the sample was drawn. The positive and negative expectations they recalled during interviews are listed below from most to least often mentioned.

Positive expectations.

1. The children will do better academically.

2. Children will be able to make up missed time due to illness,etc. by attending sessions pertaining to other tracks during their break time.

3. The YRE schedule fits the family vacation interests and possibilities better than the regular school schedule does.

4. Through the use of several tracks, the parents can spend individual time with each child, which was impossible with the regular schedule.

5. YRE will be better than alternatives such as split sessions.

6. YRE will make better use of existing buildings and will make our tax dollars go further; it is an advantage to the tax payer.

7. YRE should result in smaller class sizes since fewer students will be in th building at any given time.

8. Teachers will be able to focus on teaching as their sole profession.

9. This schedule is better for children with handicaps; they don't get as far behind because there are regular periods for catching up.

Negative expectations.

1. At the beginning, it was not clear what was going to happen. Parents were still somewhat confused and not sure what to expect. How will the kids respond? What will we do with them during all that break time? Will they learn as much? Will the scheduling work out? Will we still be able to get the teachers we want?

2. There was some concern about how plans for family vacations would be affected.

3. Conflicting schedules with older siblings in junior or senior high worried parents; they wondered if there would be jealousies or if the family activities would be unduly disrupted.

4. It seemed to some that the decision to go YRE had already been made and parent meetings weren't designed to get input as much as to sell the idea.

Experiences so far. In this section, the experiences of these families as they have participated in YRE are summarized. For details, the reader should refer to the summaries of case studies in the Appendix.

Nearly everyone got the track they wanted and their reasons for selecting those tracks were diverse. One family wanted a different track than their neighbors so their children wouldn't have to go to school with the same kids they played with. Several others selected the same track as their neighbors so the kids would have that continuity. Holiday and vacation plans played a major role in selection of tracks while interest in getting a particular teacher was relatively unimportant. Two families purposely selected multiple tracks so they could have individual time at home with the children on break, while several kept all the kids on the same track so they could plan non-school activities more easily. In spite of the variance, one thing was clear. These families sincerely appreciated having a choice in selecting the track they would use.

The children's initial response as they started back to school in the middle of the summer was generally one of excitement at doing something novel. There were only one or two who were genuinely unhappy. However, parents are waiting to see how they respond this coming summer, after a year of experience in the program.

Although there were not very many comments about changes parents

noticed in the school, they did note that teachers seemed more positive and involved in their childrens' education. They lauded the regular feedback on the students' progress necessitated by the natural ending and starting of new terms. They noted too that additional resources such as a full time counselor, intersession classes, and special projects initiated by teachers who now seemed freer to be creative enhanced the curriculum.

Families used the breaks in a variety of ways. A few allowed their children to spend all three weeks in free play and watching TV. But most parents involved their kids in academic, recreational and family work projects. They went on vacations. They visited relatives. They used the library, school-sponsored and city sponsored activities. Children found time to get caught up on scouting, music practice and hobbies. Many families gave their children chores and a few requested homework to keep the kids occupied. Children visited their parents' work; and in some cases, where the work was appropriate, they helped their parents on the job (as in construction work). One girl, who's mother works, took sitting jobs during the breaks, caring for younger children on her track. Only one parent complained that her child was "bored to tears and just watched TV and ate."

Parents were surprised on two accounts: they found that the school would not let children make up time missed by attending other track sessions during their breaks and they found that class sizes generally were not reduced. None of the families was violently upset by the fact that their expectations were unfulfilled in these areas; but they were disappointed.

In all the families studied, the mothers were the most heavily involved in the adjustments associated with the change to YRE. They had the most to say about their involvement in the experience. The children were the next most vocal, then the fathers.

Several families suggested that another follow-up study ought to be done after the program has been in operation for at least one year. Much of their interest and positive attitudes could be due to the novelty of the experience. The kids have been excited to be doing something unique, like wearing shorts to school during the summer months or being on a break while their friends had to go to school. Parents have been excited to have their children at the first school in the area to try this new approach. They can not say with certainty at this point that the children are doing better academically or that they have discovered all the benefits and drawbacks. They acknowledge that a complete year in YRE will tell them much more about it.

Benefits. A large number of benefits were noted by the participating families, even by the one or two who were most negative about the experience (in fact there was only one parent who said she would not repeat the experience of this year because it had been so bad for her and her child). As the list below indicates, many of the actual benefits match the expected benefits very closely.

1.Nearly every family reported that having shorter but more frequent sessions and breaks enhances the childrens' interest in both. They are less bored. The activities of school and vacations are less tedious.

2.As a result, children report liking school better. Parents claim their kids have better attitudes about school and learning.

3.Although they felt it was too early to say whether or not the children were doing better academically because of YRE, nearly all the families claimed that their kids did not seem to lose or forget as much during the breaks as

they had during summer vacations in the past. They assumed that the schools could take the children further and faster because of this added continuity. They expect tests of academic achievement will indicate marked improvement.

4.Tangentially, because the learning periods are shorter with more frequent breaks, parents find they are getting more regular feedback on the childrens' progress. It is easier to spot problems and help children keep up or catch up by using the breaks for extra work. Too, children who are keeping up often use those break periods to participate in extra learning activities (such as music lessons, practical skills, family projects, use of computers, hobbies, earning money, etc.) which are not included in the regular curriculum.

5.Inspite of some disappointing separations from friends on different tracks, most of the families reported that their children continued to go to school with their friends, made new friends and/or played with their regular friends (as they had done most of the time before anyway) after school hours. YRE did not appear to be a negative influence on the childrens' social development; rather, it gave them opportunities to expand and strengthen friendships.

6.In addition to academic and social benefits to the children, most of the families found that the YRE schedule benefitted their family goals. Parents were able to involve their children in their lives more by taking them to work with them, having more frequent vacations (and in several cases, having vacations for the first time because work schedules had prohibited vacations during summers), and involving them in home projects. Some families even opted to put their children on different tracks so they could spend individual time with each child during their break time.

The families became more involved in the education of their children at home because they wanted them to be ready in three weeks to get back into the school routine. So some families purchased computers; others involved the children in the school and community-sponsored intersession classes; and others paid for private music or dance lessons so the kid would not just loaf during their breaks. Although many families did these same things during summers, they reported a greater interest in structuring the childrens' time during the holidays than they had over an entire summer.

Some parents reported that the YRE schedule is much less demanding on them, once they have adjusted to the change. They do not have to get up early to get kids off to school for nine straight months. They do not have to plan three months worth of activities to keep the kids occupied during the summer. They felt the YRE schedule gave them a break.

7.Although few of the parents had actually talked to many teachers, they believed the YRE experience was positive for the school staff. They understood that some teachers were able to work more months of the year, earning more reasonable salaries. They also assumed that teachers were benefitting from the frequent breaks and were using the extra time to plan better learning activities and to renew their own creative energy, preventing the stress that leads to teacher burn-out.

8.Likewise, parents agreed that they felt better about the use of tax dollars with the YRE approach because the building were being used more efficiently

and they would not be required to pay for as many new buildings in the future.

9.Other benefits cited by small subsets of the families visited were: parents felt more in control because they could select the track(s) they wanted; YRE in the elementry school will force the junior and senior high schools to improve their programs because they will be receiving students who are better prepared academically; YRE prepares children for the year-around orientation of the work world instead of the artificial "school year"; families can take advantage of "off season" conveniences in planning their vacations; busses are less crowded; some siblings have more opportunities to play with each other when friends are on different tracks while parents are able to separate siblings who are in conflict by putting them on different tracks; although some working mothers find YRE to cause problems, others find it is an advantage because they don't have to leave their children alone for months at a time; it is easier to schedule doctor appointments, surgery, etc. so children do not miss school; and the costs for new clothes can be spread out over the year more conveniently.

Problems. Compared to the characteristics these families liked about the YRE experience, there were very few drawbacks. Those that were mentioned are summarized below.

1.A majority of the concerns were really acknowledgements that switching to YRE takes some adjustment of attitudes and activities. For example, although they missed their friends who were on other tracks, most of the children are adjusting and finding that in the long run they will have more friends. Likewise, learning to do without a long, structure-free summer, going to bed early in the summer while neighbors are still out playing, learning to do all your work in nine week segments, changing rooms when returning from a break,etc are some of the habits or norms families were trying to change. These weren't really problems as much as they were stretching pains as they modified their routines.

2.Although most families enjoyed having holidays during the winter months, some complained that it was too cold then and the kids couldn't do anything but sit around the house. This was especially true for a few families who had an extended vacation during December when their regular break preceded the Christmas holiday. The break was too long for some of these families and they wanted more structured assignments from the schools to keep the children occupied, so they wouldn't be bored and troublesome. But the majority were glad to have the longer holiday, claiming that it made Christmas less hectic than usual.

3.Perhaps those families who were disappointed about the long holiday simply got the wrong track for their needs? There were others who had conflicts between the schedules of their YRE students and their older children in junior and/or senior high who were still on nine month school year. Others anticipated that these conflicts could cause serious problems in coming years if the higher grades do not go to YRE. They made several persuasive arguements for why such a switch would be beneficial to everyone.

4.Although about half of the mothers interviewed work outside the home, only three of them mentioned the difficulties of finding baby sitters as a

problem. Apparently, it isn't much more of a problem than finding sitters during the summer. Most of the parents with older children have them go to neighbors until they return home.

5.A few families had unmet expectations about which they were disappointed. One mother of a handicapped child had understood that there would be eighteen more days of school for this child than there had been in previous years; but she complained that this was not actually the case.

Another two families had counted on being able to send their children to school during their breaks to meet with children on other tracks so they could make up time missed due to illness or to conflicts in vacation schedules. They claimed they were told this would be possible before the year began but their kids were sent home when they tried to attend to make up the absences.

Although several families mentioned the fact that their childrens' classes had not been any smaller (and had in fact been larger in many instances) as had been anticipated, only one family reported this fact as a problem.

6.In addition to these "negative" experiences, several parents were still waiting to see if some of their fears or concerns were going to materialize: Would they be able to find things for their children to do during the breaks without having too much conflict with them? Would options other than the 45 days on and 15 days off really be better? Will it be traumatic to teachers and students to be constantly changing classrooms? Will vacations merge as well as hoped with the YRE schedule? Will parents have as much influence in selecting teachers they want for their kids? Will the junior high and/or the high school go to YRE?

As this summary suggests, the families who had participated in YRE for eight to nine months were mostly positive about the experience. They had a few concerns and fears still but preferred to work out the problems rather than return to the typical schedule. Only one family wanted to go back to the nine month year; and their child is in sixth grade this year, so they won't be involved next year.

Sunset View

Five case studies were conducted with families who's children attend Sunset View. This summary of those studies is organized around the following categories: 1) brief descriptions of the families, their involvement in preparing to begin YRE next year, and their general expectations; 2) the benefits the families anticipate from YRE; and 3) problems the families anticipate.

The families. There were two families which hope to be on Track A, two on Track B and one on Track D. They selected their tracks to fit their vacation plans. Among them, there were two children in kindergarten, none in first grade, three in second, three in third, three in fourth, none in fifth and four in sixth grade, or 15 children total.

Although it was intended that the sample include families which were not heavily involved as well as some which were, four of the five families were quite active or at least very well informed about all the preparations. They all attended neighborhood meetings in which plans were discussed and

parents asked questions and voiced their support for YRE or worked at the school so they were aware of the issues.

In spite of their active involvement, the parents in four of the families interviewed expressed a tentative "we'll try it and wait and see" attitude regarding the anticipated success of the experiment. Only one family had clearly embraced the plan wholeheartedly. One parent hypothesized that YREv would be successful if the families and school staff could work out a multitude of adjustments to their routines. Another admitted that she was feeling more and more positive about it now but it had taken several months for her to change. She still claimed that if she found it wasn't working well after a few months, she would be active in leading parents to fight it or change it.

Anticipated Benefits. As the following list indicates, these parents anticipated most of the same benefits the Westridge parents anticipated and experienced.

1.Students will not forget as much over their breaks; and consequently, they will learn more and do better academically.

2.Students will have better attitudes about school; they won't be as bored with school or as bored when they are on breaks as they are now.

3.Shorter, more frequent breaks will be good for parents too; they will find it easier to plan activities for their children while they are at home.

4.The building will be used more efficiently; therefore, taxpayers will benefit; although they may have to pay more in teacher wages.

5.Teachers will benefit with better wages and work conditions (opportunities to work for more of the year) and will spend more quality time with the children.

6.The breaks will provide opportunities for children to learn extra skills in a variety of areas they can not pursue during a regular school experience (such as music lessons, arts and crafts, etc.).

7.Parents will be freer to give individual attention to children because the older ones (in junior and senior high) will be on different tracks.

8.Families can take several vacations during the year at their convenience rather than having them all in the summer.

9.The costs of new clothes can be spread out over the entire year.

10.It will be easier to make doctor appointments and other such activities without having the children miss school.

11.Class size will be reduced, at least for the less popular tracks.

12.Having other tracks in operation will make it possible for children to make up missed time during their breaks by attending school with other tracks.

Anticipated Problems. As with the benefits, most of the problems predicted by these parents parallel closely those mentioned by the Westridge parents.

1.It will be tough adjusting to miss a long, lazy summer vacation and to accomodate summer recreation such as baseball to YRE. Always having someone on vacation may disrupt the LDS Church primary program. Having the kids home during the cold winter months may be difficult. Getting kids to bed during the summer and during the year when neighbors are on different track could be tough.

2.Children will miss their friends who are on other tracks.

3.Synchronizing vacation schedules with the school schedules of older siblings could be troublesome.

4.It will cost more to hire teachers for more of the year.

5.It will be hard on the kids to change teachers several times during the year (apparently some parents think the teachers as well as the classroom will be different each time the children start a new session?).

6.Working mothers will have to find workable solutions to having their little children home alone on a regular basis.

7.It may be harder for parents to select the teachers they want for their children.

Conclusions and Recommendations

Although their experiences may change drastically as they complete a full year of YRE, the clear conclusion to be reached from interviewing the families which have participated so far and are preparing to participate in YRE is that it is much better than the alternatives. Several parents and children stated repeatedly and forcefully that they would not want to return to a typical school year.

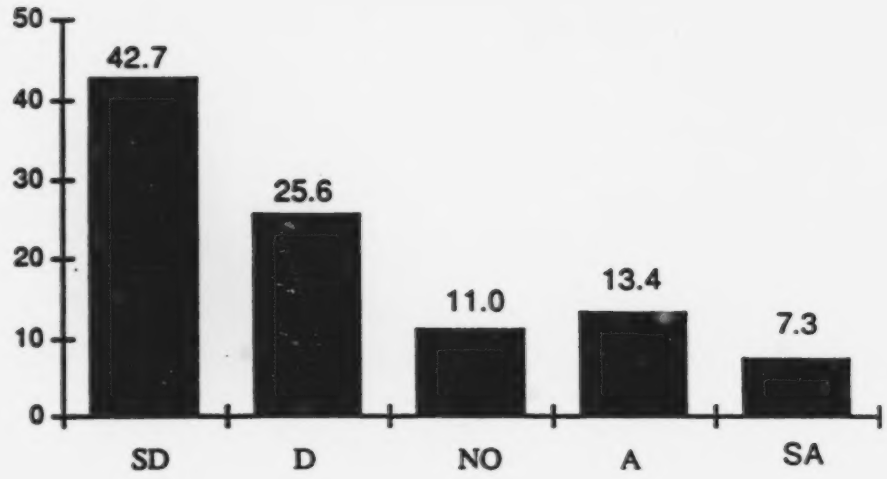
Most parents were conservative in their estimates of how YRE was affecting their children academically. They await empirical evidence; but do believe the children have more positive attitudes toward school and learning.

Nearly all the problems mentioned appear to be temporary, associated more with the novelty of the YRE schedule than with its integral characteristics.

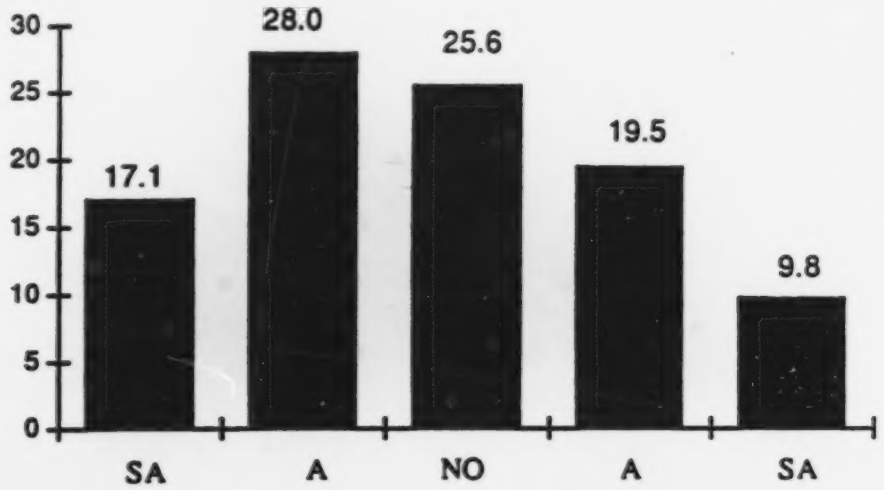
Given these conclusions, it is recommended that these and other families continue to be monitored and that other evaluation efforts follow up on this initial study. Efforts should be made to see if the problems mount or dissipate as the novelty wears off and families change their habits and routines. Likewise, rigorous data need to be gathered to test the hunches and claims made by these families. Do the students actually retain more of what they learn? Do they learn more? Do they develop better socially? Do the teachers monitor progress better and teach more creatively? These case studies suggest affirmative answers to these questions; but only long term inquiry, using a variety of evaluation methods will lead to powerful answers.

APPENDIX F

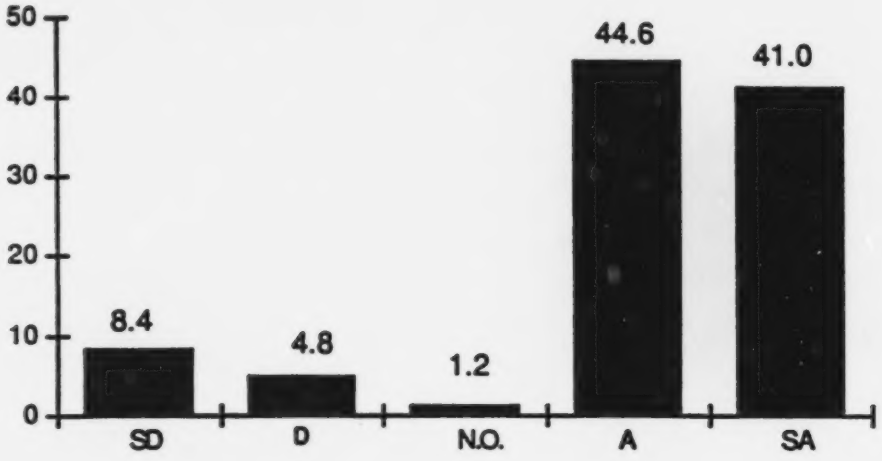
I WOULD AVOID LIVING IN A DISTRICT THAT HAD YEAR-ROUND SCHOOLS



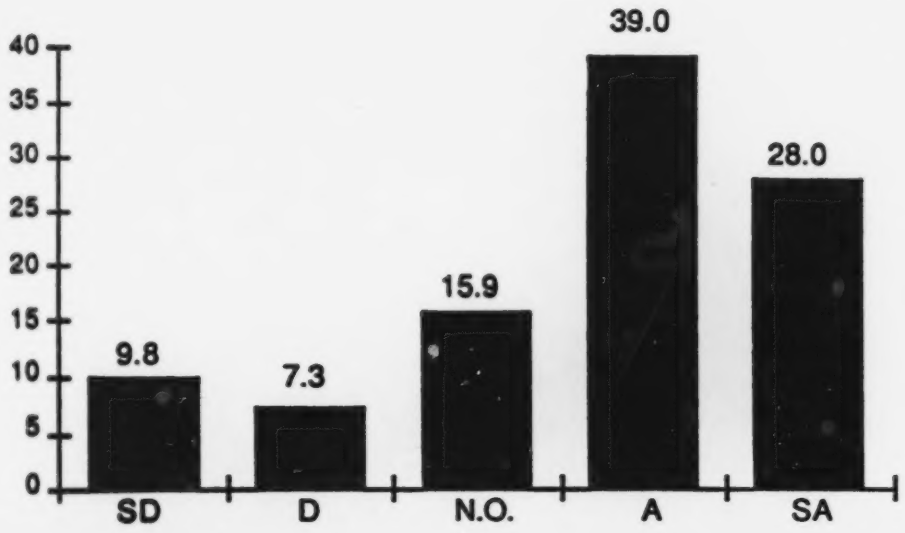
TAXPAYERS SHOULD DEMAND IMPLEMENTATION OF YEAR-ROUND SCHOOLS



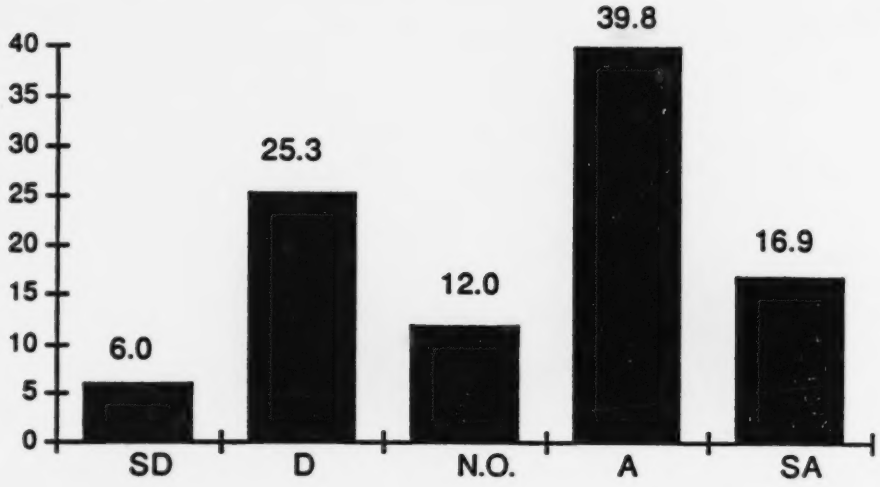
I WOULD SUPPORT A ONE-YEAR TRIAL OF YEAR-ROUND SCHOOLS



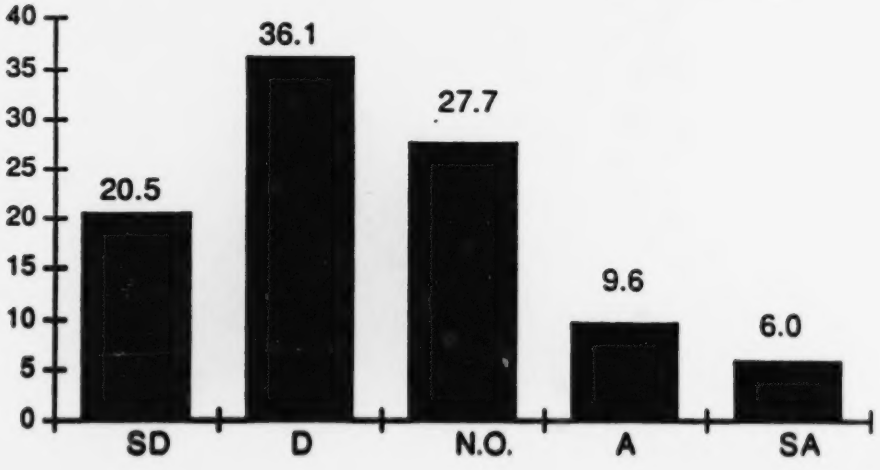
EDUCATIONAL QUALITY IS IMPROVED IN YEAR-ROUND SCHOOLS



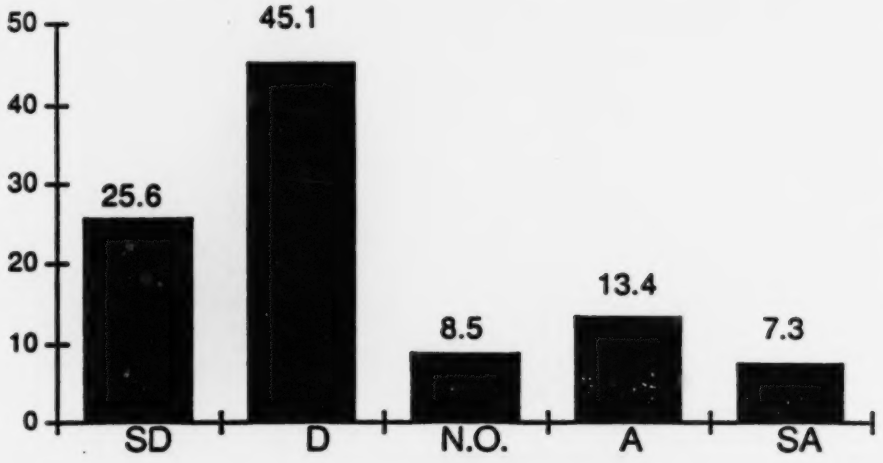
YEAR-ROUND SCHOOLS DISRUPT EXTRA-CURRICULAR ACTIVITIES



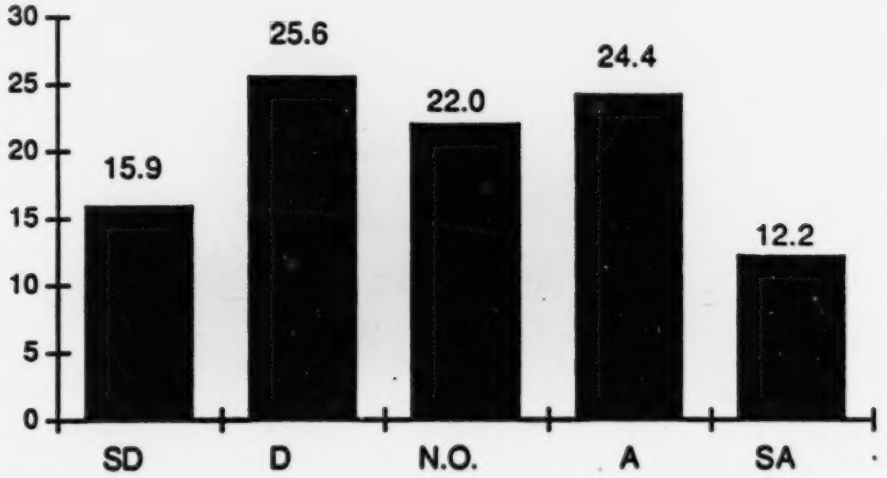
IN THE LONG RUN, YEAR-ROUND SCHOOLS WILL COST MORE THAN TRADITIONAL SCHOOLS



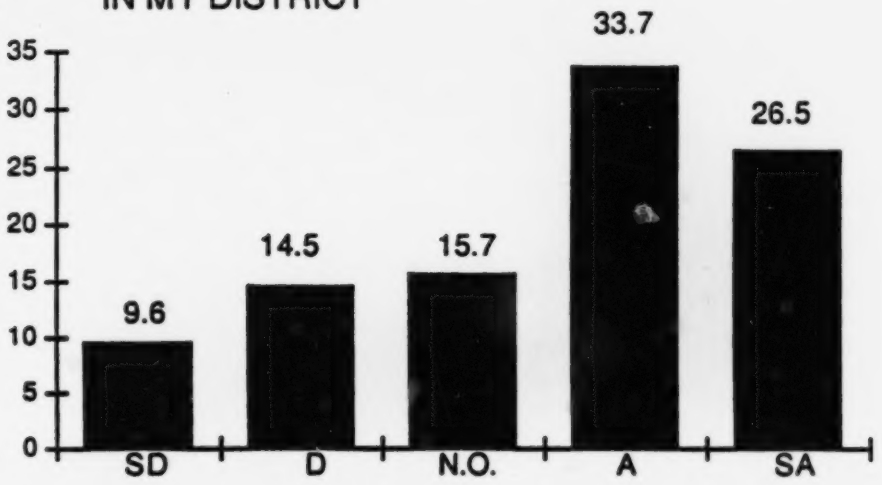
I WOULD NOT ENJOY MY SCHOOL-AGE CHILDREN HAVING VACATION PERIODS THROUGHOUT THE YEAR



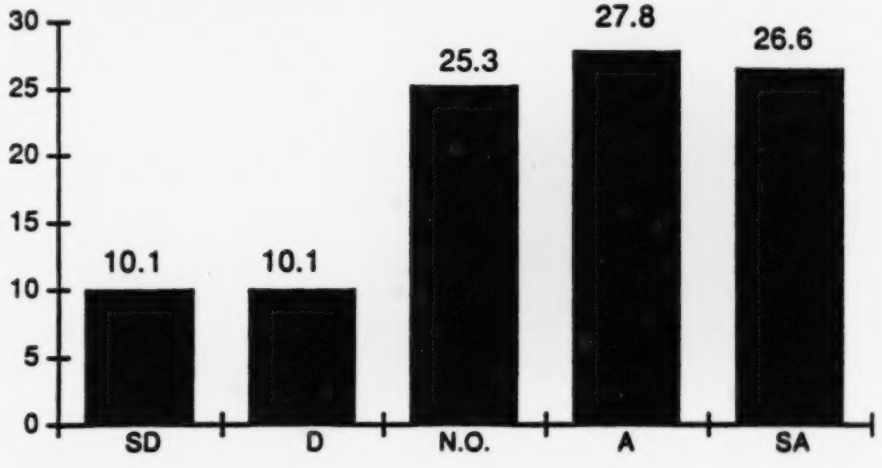
I WOULD BE WILLING TO DISTRIBUTE FLIERS IN FAVOR OF YEAR-ROUND SCHOOLING



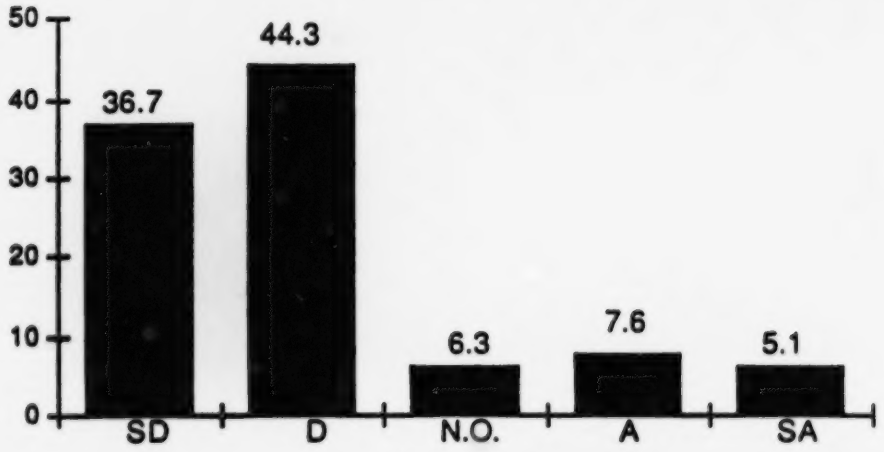
I WOULD VOTE FOR YEAR-ROUND SCHOOLS IN MY DISTRICT



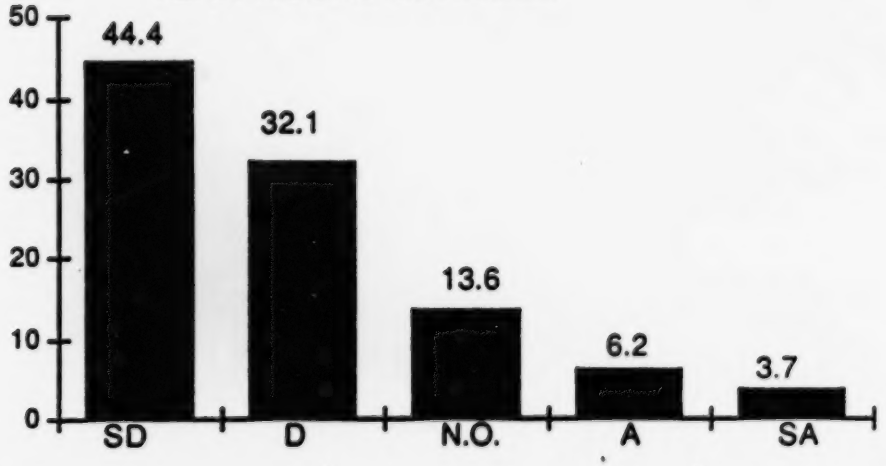
I HOPE WE ARE THE NEXT SCHOOLS IN OUR STATE TO HAVE YEAR-ROUND SESSIONS



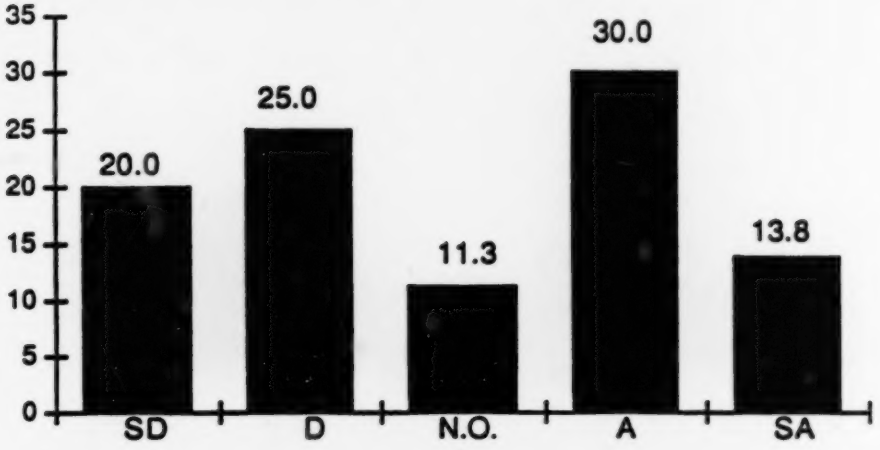
IF OUR SCHOOL HAD YEAR-ROUND SESSIONS, I WOULD WANT TO ENROLL MY CHILDREN IN A DIFFERENT SCHOOL



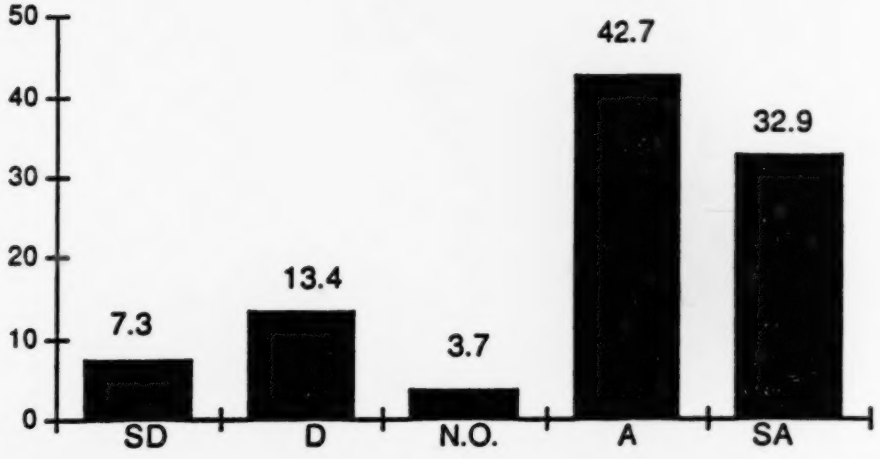
I WOULD ATTEND MEETINGS TO WORK AGAINST YEAR-ROUND SCHOOLS



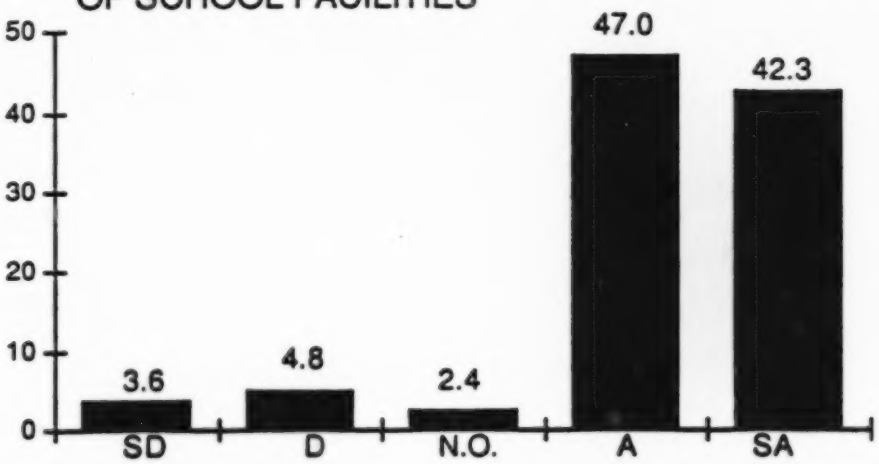
YEAR-ROUND SCHOOLS WILL INFRINGE ON MY SUMMER SCHEDULE



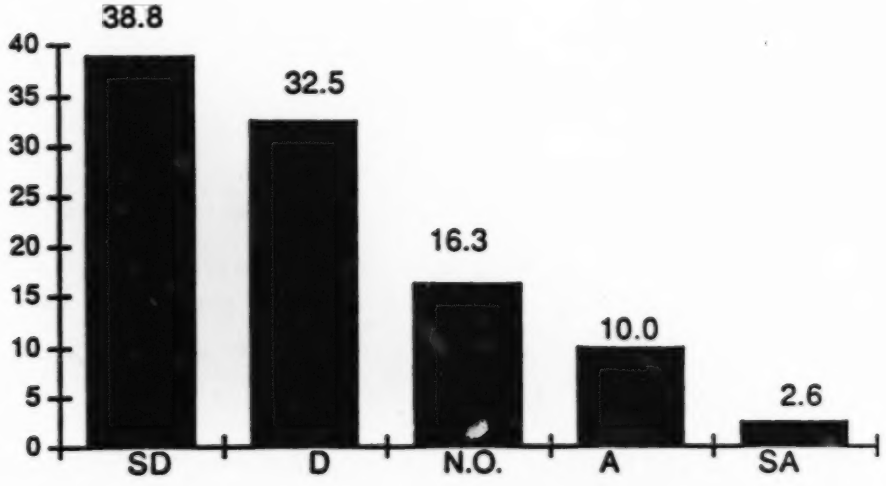
YEAR-ROUND SCHOOL PREVENTS SUMMER BOREDOM



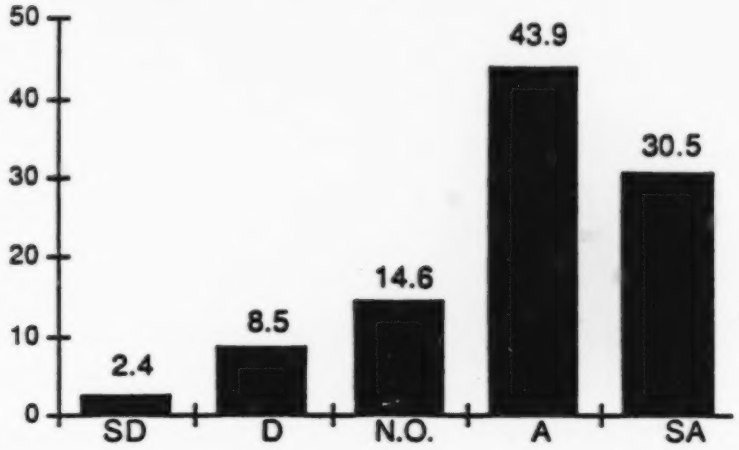
YEAR-ROUND SCHOOLING MAKES MAXIMUM USE OF SCHOOL FACILITIES



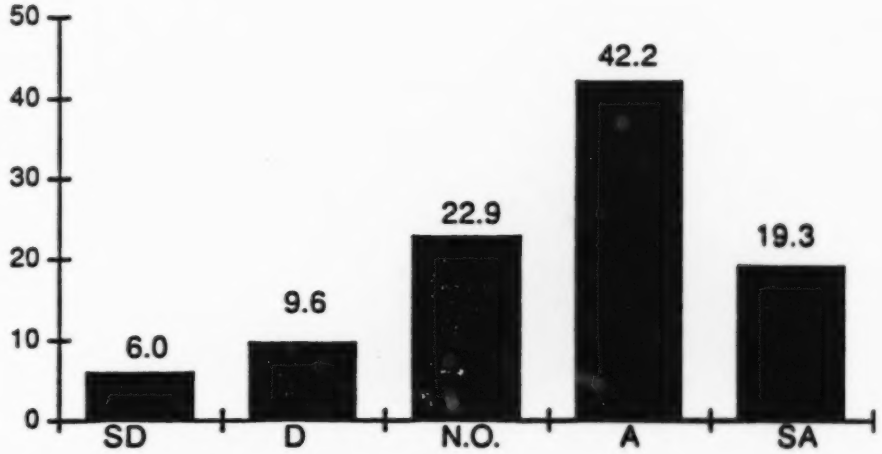
IF THE DISTRICT WANTS TO PILOT TEST YEAR-ROUND SCHOOLS THEY SHOULD DO IT ON THE OTHER SIDE OF TOWN



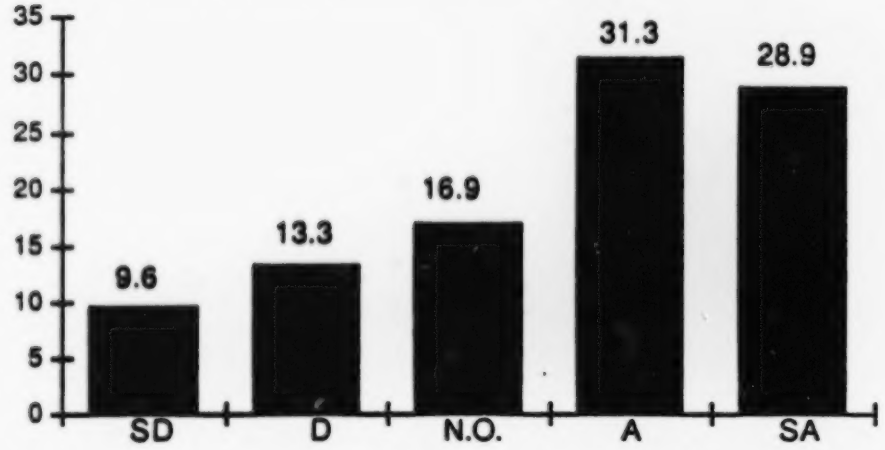
CLOSING SCHOOLS EACH SUMMER IS A WASTE OF STATE RESOURCES



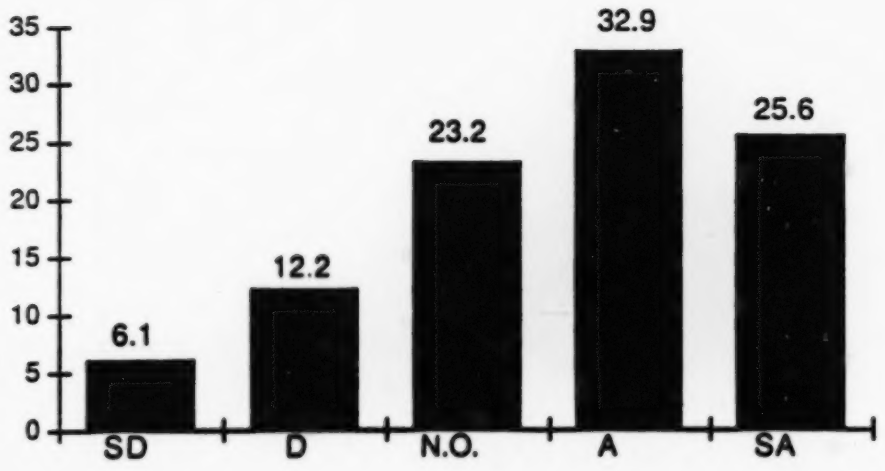
YEAR-ROUND SCHOOLS WILL SAVE TAX DOLLARS



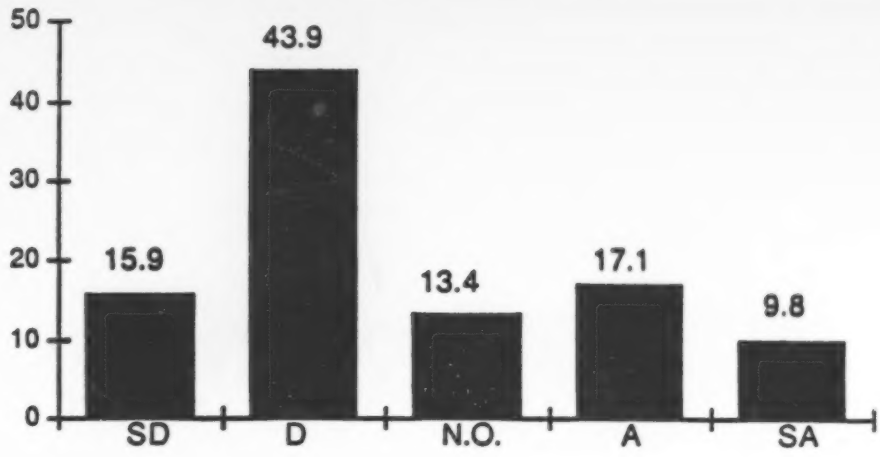
IF GIVEN A CHOICE, I WOULD PLACE MY CHILD IN A YEAR-ROUND SCHOOL



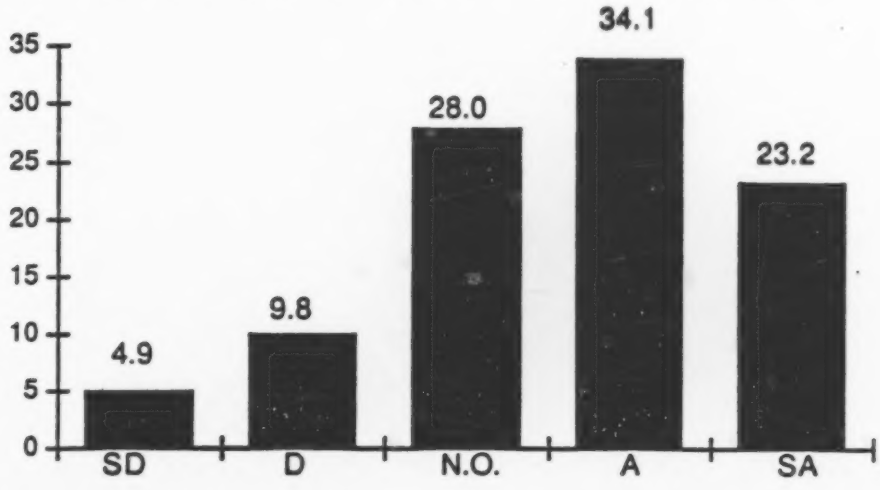
MY CHILD WILL RECEIVE A BETTER EDUCATION IN A YEAR-ROUND SCHOOL



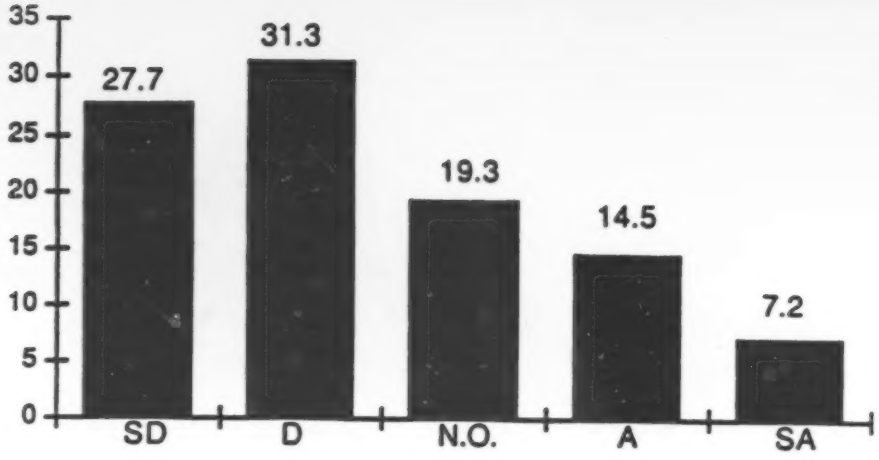
I WOULD BE UNHAPPY ABOUT CHANGING MY FAMILY'S SCHEDULE TO PARTICIPATE IN A YEAR-ROUND SCHOOL



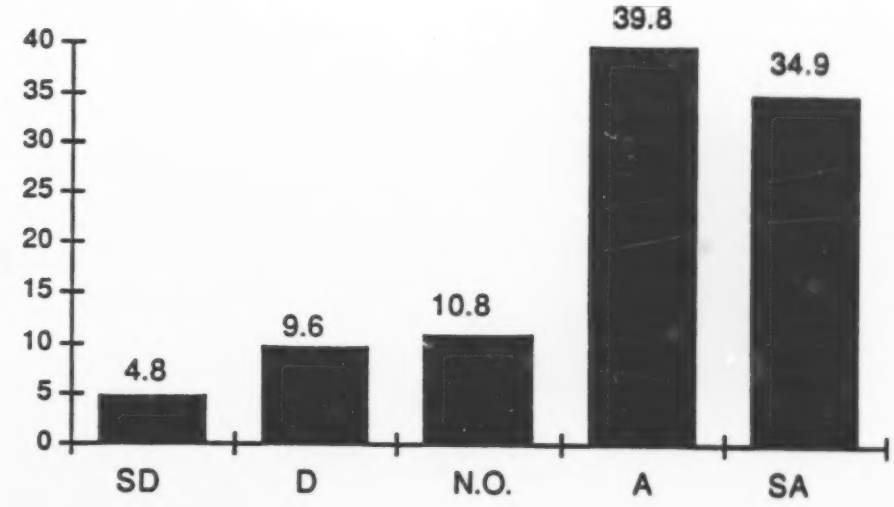
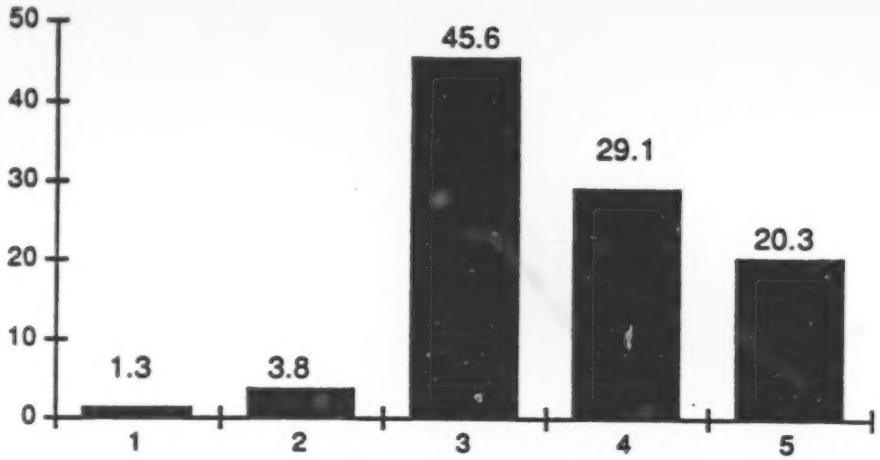
A YEAR-ROUND SCHOOL OPERATES MORE EFFICIENTLY THAN A TRADITIONAL SCHOOL



THE DISADVANTAGES OF YEAR-ROUND SCHOOLS OUTWEIGH THE BENEFITS



YEAR-ROUND SCHOOLING MINIMIZES THE AMOUNT OF LEARNING LOSS THAT OCCURS DURING EXTENDED VACATIONS



YEAR-ROUND SCHOOLS BENEFIT CHILDREN WITH SPECIAL INSTRUCTIONAL NEEDS.